



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Course Catalogue for Erasmus students

Academic Year 2025-26

**Department of Education
School of Philosophy and Education**

Department of Education Coordinator: Dr Katerina Dounavi, kdounavi@edlit.auth.gr

List of Pedagogy courses available to Erasmus+ students in 2025-26

Winter semester 2025-26					
CODE	ECTS	COURSE TITLE	INSTRUCTOR	INSTRUCTION LANGUAGE	EXAMINATION LANGUAGE
702	6	History Didactics in Secondary Education: Methodology and Practice / Διδακτική Μεθοδολογία του μαθήματος της Ιστορίας στη Δευτεροβάθμια Εκπαίδευση (με εφαρμογές)	Fotini Toloudi	Greek (1 lecture in English)	English Bulgarian
P1707	6	Comparison of School Curricula in Greece and in Germany/ Σύγκριση προγραμμάτων διδασκαλίας Ελλάδας και Γερμανίας	Anastasia Kesidou	Greek	English, in some cases German
P3051	6	Behaviour management in the classroom: Basic concepts and methods of effective education / Διαχείριση συμπεριφοράς στη σχολική τάξη: Βασικές έννοιες και μέθοδοι αποτελεσματικής εκπαίδευσης	Katerina Dounavi	Greek with student-led study groups in English	English French Spanish
P3044	6	Educational software in practice / Εκπαιδευτικά λογισμικά στην πράξη	Theodosios Sapounidis	Greek	English
P3014		Sociological analysis of educational knowledge and practice / Κοινωνιολογική ανάλυση της γνώσης και των εκπαιδευτικών πρακτικών	Antigoni Sarakinioti	Greek	English
P3025	6	Adult Educators in Europe: Aspects of Identity and professional development	George Zarifis	English (if ≥5 students enrol) Tutorials in English (if <5 students enrol)	English
P2106	6	Educational and psychosocial aspects of learning disabilities / Παιδαγωγικές και ψυχοκοινωνικές διαστάσεις των ειδικών μαθησιακών δυσκολιών	Maro Doikou	Greek	English French
P3016	6	Educational policy / Εκπαιδευτική πολιτική	Konstantinos Tsioumis	Greek	English

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Spring semester 2025-26					
CODE	ECTS	COURSE TITLE	INSTRUCTOR	INSTRUCTION LANGUAGE	EXAMINATION LANGUAGE
P1438	6	Teaching Methods and New Technologies / Διδακτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των επικοινωνιών	Theodosios Sapounidis	Greek	English
P3019	6	Educational leadership / Οργάνωση και Διοίκηση της Εκπαίδευσης και Εκπαιδευτική ηγεσία	Konstantinos Tsioumis	Greek	English
P3025	6	Adult Educators in Europe: Aspects of Identity and professional development	George Zarifis	English (if ≥5 students enrol) Tutorials in English (if <5 students enrol)	English
P2104	6	Adjustment difficulties and behaviour problems at school / Δυσκολίες προσαρμογής και προβλήματα συμπεριφοράς στο σχολείο	Maro Doikou	Greek	English French
KE800	6	Sociology of Education / Κοινωνιολογία της Εκπαίδευσης	Antigoni Sarakinioti	Greek	English
P3030	6	Teaching democracy and human rights at school / Η διδασκαλία της δημοκρατίας και των ανθρωπίνων δικαιωμάτων στο σχολείο	Anastasia Kesidou	Greek	English, in some cases German
P3023	6	Educating on gender equality in school /Εκπαιδύοντας στην ισότητα των φύλων στο σχολείο	Olga Pantouli	Greek	English
P3051	6	Behaviour management in the classroom: Basic concepts and methods of effective education / Διαχείριση συμπεριφοράς στη σχολική τάξη: Βασικές έννοιες και μέθοδοι αποτελεσματικής εκπαίδευσης	Katerina Dounavi	Greek with student-led study groups in English	English French Spanish

Course title: Sociology of Education

Course tutor: Dr Antigoni Sarakinioti

- Course code: KE800
- ECTS: 6
- Description of contents:

- **Learning outcomes**

The aim of the course is to introduce students to the basic concepts of Sociology of Education and Intercultural Education, so that they will be in the position to realize the social dimension of a range of educational issues.

- **Teaching language:** Greek
- **Assessment language for Erasmus students:** English, German
- **Assessment methods for Erasmus students:** Written assignment in English or in German
- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600291456>
- **Course tutor contact e-mail:** sarakinioti@edlit.auth.gr

Course title: Teaching methods and new technologies

Course tutor: Dr Theodosios Sapounidis

- **Course code:** P1438

- **ECTS:** 6

- **Description of contents:**

It is a laboratory course that brings students in contact with online educational material and software for special applications that are however oriented to education. The software and educational material used in the course are freely available online and allow students to create quizzes, digital games, interactive presentations, etc. The course is conducted in small groups where students follow the content creation process and implement exercises during the sessions.

- **Learning outcomes**

Upon completing the course, students will be able to:

- Develop interactive educational materials
- Integrate online educational materials
- Create interactive assessment materials
- Integrate gamification elements in their teaching
- Use artificial intelligence

- **Teaching language:** Greek

- **Assessment language for Erasmus students:** English

- **Assessment methods for Erasmus students:** Written Exam with Multiple Choice Questions, Laboratory Assignment

- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600291404>

- **Course tutor contact e-mail:** teo@edlit.auth.gr

Course title: Adjustment Difficulties and Behaviour Problems at School

Course tutor: Dr Maro Doikou

- **Course code:** P2104
- **ECTS:** 6
- **Course contents**

The course aims to familiarise students with children's and adolescents' behaviour problems and adjustment difficulties that the educators often need to deal with in the context of the class. Discrimination between behaviour problems and adjustment difficulties is discussed. Issues of definition and classification of emotional and behaviour difficulties are examined with regard to related theoretical perspectives and the criteria that differentiate between problematic and 'normal' behaviour are also discussed. The symptoms and the etiological factors of behaviour problems are described. Special reference is made to the emotional and behavioural difficulties experienced by students with special needs and students from culturally diverse backgrounds. Emphasis is placed on the implementation of psycho-educational interventions as well as on effective practices the teachers can adopt to promote positive outcomes for students with behaviour problems.

1. Introduction. Definitions and terminology. Criteria of differentiation between normal and pathological behaviour
2. Theoretical approaches of behaviour problems
3. Resilience. Protective and risk factors
4. Internalising problems: Anxiety and phobia
5. Internalising problems: Depression in children and adolescents
6. Shyness and loneliness in children and adolescents
7. Externalising problems: Aggression. Conduct disorders.
8. Bullying
9. Psychosocial difficulties of students from different cultural backgrounds
10. Psychosocial difficulties of students with disabilities
11. Dealing with behaviour problems and adjustment difficulties: Counselling in the school context. Social and emotional learning
12. Classroom-based behaviour-cognitive interventions
13. The role of the teacher in dealing with behaviour problems and adjustment difficulties

- **Learning outcomes**

Upon completing the course, students will be able to:

- acquire sufficient knowledge about behaviour problems and adjustment difficulties the students may exhibit in the school context
 - acquire sufficient knowledge about the ways teachers can deal with students' emotional and behavioural problems and adjustment difficulties
 - reflect on the teacher's role in dealing with students' behaviour problems and adjustment difficulties; on the difficulties and the limitations teachers may face as well as on the need for teachers' commitment to managing children's behaviour problems
 - develop cooperative skills
 - develop acceptance of students' specific needs
 - develop competencies of critical evaluation and synthesis of research findings and writing skills
- **Teaching language:** Greek
 - **Assessment language for Erasmus students:** English or French
 - **Assessment methods for Erasmus students:** Written assignment-essay in English or French (evaluation criteria: relevance to the topic, essay structure, coherence, clarity, literature sources)
 - **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600291410>
 - **Course tutor contact e-mail:** maro@edlit.auth.gr

Course title: Educational leadership

Course tutor: Prof Konstantinos Tsioumis

- **Course code:** P3019
- **ECTS:** 6
- **Description of contents:**
 - Administrative Science and Management
 - The role of administration in education
 - The concepts of efficiency and effectiveness
 - Theoretical Approaches-Administration Templates in Education (bureaucratic, rational, systems, collaborative)
 - Programming in education
 - The concept of leadership in education
 - Approaches-types of leadership in education
 - School as an organization
 - The teaching staff of the school
 - The role of the director in the school unit
 - Decision making at the school unit
- **Learning outcomes**

The aim of this course is for the participants to acquire basic knowledge about management and administration of education and how they works, to understand the importance of legislation, organization and management of education for the smooth and efficient operation of the school. , to get to know the way the educational system works and to understand its functions and peculiarities, to understand the importance of the school management and its relationship with the Communication with the stakeholders. It is also important to approach the role of leadership and its dimensions for the functioning of an educational organization, but also to gain an idea of its particular dimensions. Through the study of specific cases, they acquire the opportunity, through simulation, to take a position on the management of specific educational problems.
- **Teaching language:** Greek
- **Assessment language for Erasmus students:** English
- **Assessment methods for Erasmus students:** Written assignment, written exam
- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600280413>
- **Course tutor contact e-mail:** ktsioumi@edlit.auth.gr

Course title: Educating on gender equality in school

Course tutor: Dr Olga Pantouli

- **Course code:** P3023

- **ECTS:** 6

- **Description of contents:**

This course aims to familiarize students as future teachers with concepts, phenomena and situations related to issues of racism and sexism in school. After an extensive presentation and discussion on the above topics and through examples, we will try to understand the dimensions of the phenomenon in today's Greek schools and in Greek society. The main aim of this course will be the experiential approach of future teachers to methods that create a framework for relationships without violence and with acceptance of diversity, within the school. School mediation and the creation of digital stories will be the main pillars that will support this experiential approach and there will be cooperation with social groups and individuals who are active in the issues that concern the course.

- **Learning outcomes**

Upon completing the course, students will be able to:

- Cultivate a critical attitude towards issues related to gender dimensions in the school environment.
- Acquire theoretical knowledge and critical understanding of theories and research approaches that concern the processes of constructing gender identities and the actions and practices that result from them.
- Become aware of the various forms of gender distortions, prejudices and discrimination related to gender in the educational process.
- Practice experiential techniques and exercises that encourage empathy and acceptance of diversity.

- **Teaching language:** Greek

- **Assessment language for Erasmus students:** English

- **Assessment methods for Erasmus students:** Written assignment-essay in English (evaluation criteria: relevance to the topic, essay structure, coherence, clarity, literature source)

- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600280415>

- **Course tutor contact e-mail:** pantouli@edlit.auth.gr

Course title: Adult Educators in Europe: Aspects of Identity and professional development

Course tutor: Dr Georgios Zarifis

- **Course code:** P3025

- **ECTS:** 6

- **Description of contents:**

The aim of this course is to familiarize students with those issues related to the content of the terms Continuing Education and Lifelong Learning and to identify their frame of reference, which although in the consciences of most is identified with education. of adults, is not limited to this. Specifically, the course presents and interprets the particular characteristics of the two concepts, but also how they are connected to each other on a practical level mainly through formal, informal or conditionally formal educational processes but also through informal learning processes. It also examines how these two concepts evolve historically and how they differ from the standard school educational process. The role of many international organizations that for a long time defined the content and characteristics of the above concepts, but also institutions such as the university that has now taken a leading role in their development as a separate field of study, while examining the degree to which the Evolution in the economy and in the labor market and concepts such as human and social capital, affect the way in which they are interpreted and co-formed, responding mainly to the requirements of modern Or. learning hooks. The course, in addition to the theoretical issues it raises, examines many practical issues related to strategies and ways of learning (associative, social, empirical, insightful, transformative and self-managed learning) with special references to the importance of learning cycles in adults (Neugarten, Havinghurst, etc.), the psycho-social approach to learning in relation to the stages of development (Erikson, Loevinger, Perry, Gagné, etc.) and the basic characteristics of empirical learning (Dewey, Lewin, Piaget). and Kolb). Malcolm Knowles' reactionary approach, the importance of critical thinking in adult learning, and Paulo Freire's approach that reinforces the notion of learning as a liberating process, as well as the perceptions of Jack Mezirow, Stephen Brookfield, and Donald Schön, will also be examined. the importance of critical thinking in the learning and education of adults, Rogers and Hammond & Collins for self-managed learning, but also Argyris & Schön, and Marsick & Watkins on the importance of learning in the body. The course will also analyze specific issues related to the access and participation of adults in organized educational activities (with special references to the approaches of Miller, Tough, Rubenson and Cross), to desirable adult teaching methods (with particular reference to the approaches of Long, Knox, Brunner, Dewey, Illich, Freire, Knowles, Illeris and Rogers) and issues of teaching adults the educational process according to Cyril O'Houle. Finally, reference will be made to issues related to the importance of using new technologies in adult education (distance education, e-learning, e-training), the role of the learning organization in the development and improvement of professional skills, in facilitating the learning process. and the role and characteristics of the adult educator.

- **Learning outcomes**

Upon completing the course, students will be able to:

Knowledge

- They know the basic concepts and related terminology: Continuing Education, Lifelong Learning and Adult Education, the relationship between them and historical development, the key milestones in their development as well as their role in the learning and knowledge society
- Understand the operation of continuing education providers and Lifelong Learning programs.
- They understand the development of Continuing Education and Lifelong Learning and their role in the learning and knowledge society
- They understand the broader frame of reference within which modern theories of Continuing Education, Lifelong Learning and Adult Education are developed.

- They understand the role of communication and the characteristics of effective communication in the context of the training of adult groups, but also special groups of adults
- They know the educational techniques, types and operation of the supervisory tools used in Continuing Education programs
- They understand the role of communication and the characteristics of effective communication in the context of the training of adult groups, but also special groups of adults
- They know about the role of adult educator
- They know about the design, construction, organization and evaluation of Continuing Education programs
- They know the providers of Continuing Education programs in Greece

Skills

- They critically analyze the basic theories of learning and development in adults
- They apply to work scenarios and hypotheses methods that allow effective communication and collaboration between team members in a Continuing Education or Adult Education program.
- They apply in scenarios and work hypotheses the appropriate methods of evaluating a Continuing Education program depending on its type and purpose.
- They compare and compose methods for diagnosing and determining the learning needs of the trainees during the design process of a Continuing Education program.
- They apply in working scenarios and cases work stages for the development of Continuing Education and Lifelong Learning programs.
- They evaluate the role of the adult educator
- Write a study based on specific terminology, logical arguments and bibliographic references

Abilities

- Identify and delimit theoretical issues of Continuing Education, Lifelong Learning and Adult Education
 - Analyze empirical research findings related to Continuing Education and Lifelong Learning
 - Analyze the general objectives of Continuing Education and Lifelong Learning programs in individual specific objectives taking into account the needs of the trainees
 - Develop a positive attitude regarding the evaluation of a continuing education program or a unit within a program based on the goals set
 - They critically evaluate the theories of Continuing Education, Lifelong Learning and Adult Education based on the historical, socio-economic and political frame of reference within which they have been developed.
- **Teaching language:** Greek
 - **Assessment language for Erasmus students:** English
 - **Assessment methods for Erasmus students:** Written assignment
 - **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600280416>
 - **Course tutor contact e-mail:** gzarifis@edlit.auth.gr

Course title: Teaching democracy and human rights at school

Course tutor: Dr Anastasia Kesidou

- **Course code:** P3030

- **ECTS:** 6

- **Description of contents:**

Contemporary demands put on education systems include key objectives, such as the development of young people into active citizens who respect human rights and have developed the competences required to live successfully in open, democratic and pluralistic societies. It is an issue of major importance, given the intensification of nationalism, intolerance and racism over the last decade, but also the challenges posed by the arrival of large numbers of immigrants and refugees in Greece and Europe. The above is understood primarily at the level of an educational policy that will be inspired by the commitment to democratic principles and human rights, but at the same time it presupposes their systematic teaching and learning in school.

The course focuses on key dimensions of this effort (curriculum, extracurricular activities, school development as a community, etc.) as prerequisites for an effective education for democracy and human rights, the aim being that students will eventually become "catalysts" for change in their social environment. The course content draws upon the academic fields "Education for democratic citizenship" and "Education for human rights".

- **Learning outcomes**

Students will:

- develop awareness on the necessity for education for democracy and human rights
- understand the characteristics of education policy and education practice, according to which children and young people can develop into citizens who respect democracy and human rights and become initiators of social change
- understand what changes are needed in the curriculum and teaching and more broadly in the school unit, in order to successfully teach democracy and human rights
- realize the need for quality education for all, regardless of origin, culture, gender, age, etc., which arises from education as a human right
- make use of official policy texts/educational research reports, as well as manuals of the International Organizations with regard to Education for Democracy and Human Rights.

- **Teaching language:** Greek

- **Assessment language for Erasmus students:** English, in some cases German

- **Assessment methods for Erasmus students:** Written exam, written assignment

- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600280418>

- **Course tutor contact e-mail:** akesidou@edlit.auth.gr

Course title: Behaviour management in classroom: Basic concepts and methods of effective education methods

Course tutor: Dr Katerina Dounavi

- **Course code:** P3051
- **ECTS:** 6
- **Description of contents:**

Educators need knowledge that allows them to understand diversity and specifically developmental. Educators need skills that will allow them to design methods for school inclusion, individualize support for students who need it and manage the classroom. Such skills will allow them to manage behaviour problems, that often hinder the educational process and prevent academic progress, and as a result to improve the learning experience and increase the satisfaction of the school community. In the work that educators do, evidence-based interventions play a pivotal role.

This course introduces students to basic behaviour analytic concepts and methods and applications in evidence-based education. Emphasis is put on common behaviour problems that educators face and how these can be managed using positive behaviour change methods. Ethical, person-centred processes that improve students' and teachers' learning experience, promote problem solving and creative thinking and help achieve the ultimate aims of education are presented. Specific educational methods and strategies for monitoring progress are analysed, using a behaviour analytic lens.

- **Learning outcomes**

Upon completing the course, students will be able to:

- identify and understand the framework and principles that underpin student behaviour
- design effective positive classroom management processes based on reinforcement systems
- develop behaviour change techniques for mild problem behaviours
- use effective progress monitoring strategies

- **Teaching language:** Greek
- **Assessment language for Erasmus students:** English
- **Assessment methods for Erasmus students:** Assignment 75% & group exercises 25%
- **MODIP Link to course:** <https://qa.auth.gr/en/class/1/600280424>
- **Course tutor contact e-mail:** kdounavi@edlit.auth.gr