

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
ACADEMIC UNIT	Department of Preschool Education Sciences and Educational Design. Postgraduate Studies Program in Children's Book and Educational Material.		
LEVEL OF STUDIES	Postgraduate Studies (Level 7)		
COURSE CODE	ΠΒ3	SEMESTER	Spring (Children's book orientation)
COURSE TITLE	Illustrated Children's Book		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and workshops	3	6 in total for the whole course	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, and skills development		
PREREQUISITE COURSES:	Core courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://pms-pvpy.aegean.gr/en/childrens-book-orientation/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Recognize the types of graphic narratives and distinguish them from other culturally derived forms containing images. • Interpret the verbal and/or visual text of an illustrated book, including its techniques and codes. • Analyze the visual and narrative components. • Explain their function. • Apply this knowledge across the range of graphic literatures. • Formulate evaluative judgments regarding printed illustrated children's books and, more broadly, forms belonging to graphic literatures, as well as the relationships they develop with other means of expression.
<p>General Competences</p>

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Decision-making
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Production of new research ideas

Project planning and management
 Respect for difference and multiculturalism
 Respect for the natural environment
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

 Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative, critical and inductive thinking

(3) SYLLABUS

In the context of the course, the contemporary illustrated children's book is examined. Issues related to genre identification, its relationship with other narrative forms, and the interpretation of elements in both verbal and visual text are explored. The properties of illustrated books are investigated, along with their potential in developing literary readers, the ways in which readers aesthetically respond, and the issue of the target age group. Emphasis is placed on character development, plot, visual perspective, theme, time, and space, in conjunction with image conventions and techniques. The structure of the page and the narrative possibilities of organizing images, lines, colors, shots, etc., are analyzed.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>The teaching is conducted face-to-face and remotely using modern video conferencing. Additionally, there is further utilization of an Online Learning Management System (Moodle) based on the blended learning model for communication, sharing educational materials, collaboration, task assignment, and course management. Various teaching methods, including lectures, group work, workshops, discussions, and group investigations, are employed during the course meetings.</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and communication with students.</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Three-hour lectures per week (total of 12 lectures per semester)</p>	<p>36 Hours</p>
	<p>Examination-presentation of final projects</p>	<p>3 Hours</p>

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of sources and literature	55 Hours
	Study and work (Project/essay writing/Small-scale research, etc.) as part of the final assessment for the course.	56 Hours
	Course total	150 Hours
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written assignment. The evaluation criteria are explicit and accessible to postgraduate students, posted on Moodle from the beginning of the semester. The course assessment may be adjusted from year to year.</p> <p>The use of GenAI tools within the context of the course is governed by Senate Decision No. 45/20.02.2026 of the University of the Aegean, as well as by the specific guidelines provided by the teaching staff member. The teaching staff member determines the applicable level of GenAI use (1–5) for the course, along with the conditions for its permissible use and disclosure and informs students accordingly at the beginning of the semester.</p> <p>The GenAI usage policy may vary from one academic year to another and/or between courses, depending on the learning objectives and requirements of each course.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Bang, M. (2000). *Picture this: how pictures work*. Sea Star Books.
- Doonan, J. (1993). *Looking at pictures in picture books*. Thimble Press.
- Eisner, W. (2003). *Comics & sequential art*. Poorhouse Press.
- Eisner, W. (2001). *Graphic Storytelling and visual narrative*. Poorhouse Press.
- Kress, G., & Leeuwen, Th. van. (2010). *Η ανάγνωση των εικόνων*. (Επιμ. Φ. Παπαδημητρίου). Επίκεντρο.
- Lewis, D. (2001). *Reading Contemporary Picturebooks: Picturing text*. Routledge.
- Lukens, R. (1995). *A critical Handbook of Children's Literature*. Harper Collins College.
- Nikolajeva, M., & Scott, C. (2001). *How Picturebooks Work*. Garland publishing.
- Nodelman, P. (2009). *Λέξεις για εικόνες- Η αφηγηματική τέχνη του παιδικού εικονογραφημένου βιβλίου*. (Μετάφραση: Π. Παναού). Πατάκης.
- Norton, D. (2006). *Μέσα από τα Μάτια ενός Παιδιού*. (Μετάφραση: Φ. Καπτσίκη, Σ. Καζαντζή). Επίκεντρο.
- McCloud, Sc. (1994). *Understanding Comics: The invisible Art*. Harper Collins.
- Γιαννικοπούλου, Α. (2008). *Στη χώρα των χρωμάτων - Το σύγχρονο εικονογραφημένο παιδικό βιβλίο*. Παπαδόπουλος.
- Μαρτινίδης, Π. (1991). *Κόμικς - Τέχνη και τεχνική της εικονογραφήγησης*. ΑΣΕ.
- Μίσιου, Μ. (2020). *Βουθά κόμικς και εικονοβιβλία. Αφηγηματικές τεχνικές στα βιβλία χωρίς λέξεις*. Καλειδοσκόπιο.
- Μίσιου, Μ. (2010). *Τα κόμικς από το περίπτερο στη σχολική τάξη*. ΚΨΜ.
- Οικονομίδου, Σ. (2000). *Χίλιες και μία ανατροπές: η νεωτερικότητα στη λογοτεχνία για μικρές ηλικίες*. Ελληνικά Γράμματα.
- Πάντος, Θ. (1990). *Το χρώμα: σύλληψη, αντίληψη, αίσθηση, τεχνική*. Κάλβος.
- Παπαντωνάκης, Γ., & Κωτόπουλος, Τ. (2011). *Σκηνικό, Χαρακτήρες, Πλοκή*. Ίων.
- Σιβροπούλου, Ρ. (2003). *Ταξίδι στον κόσμο των εικονογραφημένων μικρών ιστοριών: θεωρητικές και διδακτικές διαστάσεις*. Μεταίχμιο.

- Τσιλιμένη, Τ. (2007). *Το εικονογραφημένο παιδικό βιβλίο: όψεις και απόψεις*. Πανεπιστημιακές εκδ. Θεσσαλίας.