

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
ACADEMIC UNIT	Department of Prechool Education Sciences and Educational Design. Postgraduate Studies Programme in Children's Book and Educational Material		
LEVEL OF STUDIES	Postgraduate Studies (Level 7)		
COURSE CODE	ΠΒ6	SEMESTER	B
COURSE TITLE	Children's Book and Diversity		
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 laboratory sessions	3	6	
<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>	General and specialised background with an emphasis on general knowledge and the development of skills		
PREREQUISITE COURSES:	Core modules		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://pms-pvpy.aegean.gr/katefthynsi-paidiko-vivlio/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 			
<p>Upon successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> ▪ understand and interpret key concepts such as diversity, otherness, special educational needs and disability, and inclusion, ▪ identify and analyse forms of diversity as these are represented in children's literature, ▪ evaluate children's books based on aesthetic, pedagogical and social criteria, ▪ study the literary and aesthetic dimensions of texts (plot, characters, language, illustration), ▪ employ children's literature in the classroom to foster empathy and acceptance, ▪ design teaching programmes and educational scenarios centred on children's books that promote inclusion, ▪ collaborate in groups for the development and presentation of scenarios and activities, ▪ critically reflect on the role of literature in shaping attitudes and fostering an inclusive culture. 			
<p>General Competences <i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p> </td> </tr> </table>		<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p>
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The module contributes to the development of the following general competences:

- Research, analysis and synthesis of data and information: analysis of children's books and their connection with theoretical models of diversity.
- Adaptation to new situations: use of literature in addressing educational and social challenges.
- Decision-making: selection of appropriate children's books and design of pedagogical interventions.
- Independent work: study and preparation of written assignments.
- Teamwork: design and presentation of educational scenarios in groups.
- Working in an interdisciplinary environment: linking children's literature with special/inclusive education and pedagogy.
- Production of new research ideas: development of original scenarios and proposals for the educational use of books.
- Project design and management: preparation of comprehensive teaching programmes.
- Respect for diversity, disability and multiculturalism: cultivation of empathy and acceptance through the study of books.
- Demonstration of social, professional and ethical responsibility: sensitisation to issues of gender, equality and rights.
- Critical thinking and self-criticism: reflection on attitudes and perceptions of diversity.
- Promotion of free, creative and inductive thinking: innovative teaching practices inspired by children's literature.

(3) SYLLABUS

Diversity constitutes an integral part of contemporary society and is reflected in multiple ways in children's literature. The module *Children's Literature and Diversity* explores the role of children's books as instruments of understanding, empathy and acceptance, with particular emphasis on their pedagogical use in the classroom and in psycho-educational contexts. It examines key concepts such as diversity, otherness, special educational needs and disability, and inclusion, as well as the ways in which these forms are represented in children's books. Through the study of plot, characters and illustration, students are invited to analyse contemporary examples, explore criteria for book selection and transform literary works into pedagogical material. The learning process culminates in the design of educational scenarios that promote inclusion and foster a culture of acceptance within the school environment.

Indicative axes of the module:

- Introduction to the module and familiarisation: presentation of aims and content, acquaintance among postgraduate students, and exchange of initial experiences and expectations.
- Introductory concepts: fundamental principles of special and inclusive education and literature, through experiential exercises and activities.
- Theoretical foundations of diversity: definitions (diversity, otherness, disability), the relationship between inclusive education and society, and the experience and identity of the individual with diversity.
- Forms of diversity: learning difficulties, speech and communication disorders, attention deficit and hyperactivity disorder, intellectual disability, autistic spectrum disorders, physical and motor impairments, sensory impairments of vision and hearing, emotional and behavioural difficulties, giftedness, cultural and linguistic diversity.
- The representation of diversity in children's books: children's literature as an instrument of understanding, criteria for book selection, and presentation of contemporary examples.
- Literary and aesthetic analysis: plot, character roles, stages of experiencing diversity, language, style and illustration.
- Educational use of children's literature: design of classroom activities, determination of pedagogical objectives, cultivation of empathy and evaluation.
- Design of teaching programmes and educational scenarios: development of programmes and scenarios based on children's books that promote inclusion.
- Student assignments: individual and group projects, book analyses, proposals for pedagogical use and the creation of educational interventions.
- Presentation and feedback: presentation of scenarios and assignments, collective discussion, reflection and evaluation of the learning experience.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Fifty per cent of the teaching is delivered in person, while the remaining fifty per cent is delivered online through synchronous sessions.</p> <p>A Virtual Learning Environment (Moodle) is additionally employed within a blended learning framework to support communication, the distribution of course materials, collaboration, assignment submission and overall course management.</p> <p>A range of teaching methods is utilised during the sessions, including lectures, seminars, group work, experiential workshops and discussions.</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 in communication with postgraduate 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 visits, project, essay writing, artistic creativity, etc.</i></p> <p><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></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Three-hour lectures per week (a total of 12 lectures per semester)</td> <td>36 hours</td> </tr> <tr> <td>Assessment of final assignments</td> <td>3 hours</td> </tr> <tr> <td>Study and analysis of sources and bibliography</td> <td>55 hours</td> </tr> <tr> <td>Preparation and completion of coursework (project, essay writing, small-scale research, etc.) as part of the final assessment for the module</td> <td>56 hours</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td>150 hours</td> </tr> </tbody> </table>	Activity	Semester workload	Three-hour lectures per week (a total of 12 lectures per semester)	36 hours	Assessment of final assignments	3 hours	Study and analysis of sources and bibliography	55 hours	Preparation and completion of coursework (project, essay writing, small-scale research, etc.) as part of the final assessment for the module	56 hours											Course total	150 hours	
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<p>STUDENT PERFORMANCE EVALUATION <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>The assessment of postgraduate students is based on:</p> <ul style="list-style-type: none"> ▪ the submission and presentation of a written assignment (60%), ▪ the submission of two coursework activities (40%). <p>The assessment criteria are explicit and accessible to all postgraduate students. They are posted on Moodle at the beginning of the semester.</p> <p>The assessment methods for the module may be adjusted from year to year. 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

Suggested bibliography:

- Lecturer's university notes posted on Moodle.
- Hallahan, D., Kauffman, J., Pullen, P. (2022). *Special educational needs and disabilities - Introduction to special education* (A. Tsidaki, K. Adzakas, S. Giaouri, T. Mavropoli & E. Tragouli, Eds., A. Griva, Eds.). Gutenberg. [in Greek]

- Huck, C., Kiefer, B., Hepler, S., & Hickman, J. (2003). *Children's literature in the elementary school* (8th ed.). McGraw-Hill.
- Johnston, I., & Bainbridge, J. (Eds.). (2013). *Reading diversity through Canadian picture books: Preservice teachers explore issues of identity, ideology, and pedagogy*. University of Toronto Press.
- Nikolajeva, M. (2015). *Children's literature comes of age: Toward a new aesthetic* (1st ed.). Routledge.
- Polychronopoulou, S (2012). *Children and adolescents with special needs*. Athens. [in Greek]
- Stasinou, D. (2020). *Special inclusive education 2027* (3rd ed.). Papazisi. [in Greek]
- Taylor, G., Hinton, K., & Moore, L. (2008). Teaching multicultural literature to help children understand ethnic diversity: Essays and experiences. *Teaching & Learning Faculty Books*.
- Tsibidaki, A. (2013). *Child with special need, family and school: A relationship in interaction*. Papazisi [in Greek].

Related academic journals:

- Research in Developmental Disabilities – Elsevier
journals.elsevier.com/research-in-developmental-disabilities
- Disability and Rehabilitation – Taylor & Francis
tandfonline.com/loi/idre20
- The Journal of Special Education – SAGE Journals
journals.sagepub.com/home/sed
- British Journal of Special Education – Wiley Online Library
[onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8578](https://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8578)
- Journal of Research in Special Educational Needs – Wiley Online Library
[onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1471-3802](https://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1471-3802)
- European Journal of Special Needs Education – Taylor & Francis
tandfonline.com/toc/rejs20/current
- Journal of Special Education Research – J-STAGE (Japan)
jstage.jst.go.jp/browse/specialeducation
- European Journal of Special Education Research – Open Access Publishing Group
oapub.org/edu/index.php/ejse
- Children's Literature in Education – Springer
link.springer.com/journal/10583
- International Journal of Inclusive Education – Taylor & Francis
tandfonline.com/journals/tied20
- Journal of Literary Education – University of Valencia
turia.uv.es/in-depth/JLE