COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	PDE 100 SEMESTER 3rd
COURSE TITLE	BASIC PRINCIPLES OF TEACHING

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	6
Laboratory exercises	0	0
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Elective / Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	TBA

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A
- *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*

At the end of this course, students will be able to:
- Explain the relevant terms of didactics as well as the interaction between the phenomena of learning and teaching.
- Recognize the aspects of child development and their connection with Didactic Methodology.
- Conduct interpretive analysis of teaching in relation to their representations of knowledge, curricula, and didactic theory.
- Know and utilize various pedagogical approaches that promote didactic innovation, the spirit of innovation, free thought and expression, and the overall democratization of the classroom and school.
- Know and apply didactic principles for the design and implementation of teaching (with particular emphasis on the teaching atmosphere), as well as the forms and techniques of verbal and non-verbal communication.
- Apply flexible teaching schemes according to the subject matter and available resources.
- Utilize the possibilities offered by ICT in achieving the course objectives.
- Create "open" learning situations and educational activities that connect school with life.

- Design teaching scenarios justifying their methodological choices, planning activities for skill and competence development, and proposing techniques for the evaluation of teaching and learning, aiming at the holistic development of students, their future engagements, and everyday life.

General Competences

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	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Team work
- Working in an interdisciplinary environment
- Decision-making
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course introduces students to the theory and methodology of teaching, aiming to help them understand the complexity and diversity of the teaching phenomenon while recognizing its significance in education. The course's objective is to establish a strong theoretical foundation and to develop the ability and readiness for planning, organizing, implementing, and evaluating teaching practices.

Specifically, the course seeks to gradually familiarize students with student-centered teaching methods, emphasizing the promotion of the teacher's freedom and creativity for original, engaging, and effective teaching. Additionally, it aims to help students develop a personal theory of teaching.

The course also underscores the necessity of continuous pedagogical reform, a hallmark of critically thinking, responsible, and effective educators. Such teachers, aware of their teaching freedom, can lead students to reflect deeply, involving them in the process and encouraging self-directed action, creative expression, and effective learning.

Lectures:

1. Didactics as a branch of Education Sciences. Clarification of relevant terms.
2. Concept and purpose of the Teaching Methodology.
3. Historical evolution of the Teaching Methodology.
4. Aspects of the child's development and their connection with the Teaching Methodology.
5. The curriculum. The hidden curriculum.
6. The role of the Teacher in the modern school: The conditions for practicing the profession. The multiple role of the teacher. The Teacher in the field of school and society.
7. Basic aspects of teaching: Teaching methods. Didactic mode or didactic style or classroom control style. Teaching methods in another education: Critical Pedagogy, Reformed Pedagogy (of the 'Working School' - Montessori - Waldorf Pedagogy - Freinet Pedagogy...), Anti-

authoritarian Pedagogy (Free and Democratic Schools, Summerhill-Neill free school).
8. Basic aspects of teaching: Forms of Teaching. Combination of teaching methods and teaching scenarios. Teaching strategies and techniques. Teaching models. Technological Teaching Means.
9. Basic aspects of teaching: General Teaching Principles.
10. Basic aspects of teaching: Scheduling of teaching in school. Basic points. Course and stages of teaching.
11. Pedagogical atmosphere at school: Interpersonal relationships at school. Diversity, otherness and acceptance of the other. Application of intercultural education. Interscientific, interdisciplinary and differentiated approach to teaching.
12. The school building: location, functionality, safety, comfort, spaciousness, elegance, stimulation, respect for the characteristics of the students. The classroom: equipment, arrangement and organization of space in areas of learning and activities. Supervisory and pedagogical material.
13. Evaluation of the daily teaching program. Types of evaluation: peer-evaluation and self-evaluation, reflection and evaluation rubrics.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Using open access software for laboratory exercises.

TEACHING METHODS *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.* *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*		
	Activity	**Semester workload**
	Lectures	13 *2 hours =26 hours
	Study and analysis of bibliography	13*4 hours = 52 hours
	Practice	13*1 hours = 13 hours
	Essay writing	59 hours
	Course total	*150* hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation of the course is done in two (2) ways: • through a mandatory group assignment, corresponding to 50% of the final grade. • through a final written exam corresponding to 50% of the final grade. The assignments have a mandatory presentation during the lecture. Students, working in groups, gradually develop an "e-portfolio" which constitutes a comprehensive Lesson Plan on topics of their choice, which includes specific teaching principles and teaching methods based on a specific pedagogical approach of their choice, utilizing bibliographic sources and the internet to find relevant educational material. The final written exam assesses the theoretical knowledge acquired by the students during the semester and which is based on the course notes that are located on the eClass platform. The evaluation criteria are made known during the first lecture and are also clearly formulated in the course syllabus which is uploaded in the e-class platform (the course webpage).

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
• Βαϊνά, Μ. (2013). *Σύγχρονες Διδακτικές Κατευθύνσεις. Δημιουργικές και αποτελεσματικές προσεγγίσεις της εκπαιδευτικής διαδικασίας.* Γρηγόρη, Αθήνα.
• Βαϊνάς, Κ. (2012). *Σκοποθεσία της αγωγής, της εκπαίδευσης και της εκπαιδευτικής πράξης.* Έλλην, Αθήνα.
• Γιώργος Γρόλλιος & Παναγιώτα Γούναρη (2016). Απελευθερωτική και Κριτική Παιδαγωγική

στην Ελλάδα. Εκδόσεις Gutenberg, ISBN: 978-960-01-1789-9, (αρ. Εύδοξος: 59417110).

- Houssaye, Jean (επιμέλεια) (2000). Δεκαπέντε παιδαγωγοί, Μεταίχμιο, Αθήνα, ISBN: 978-960-375-131-1. (αρ. Εύδοξος: 24031).
- Κορδάκη, Μ., Μάνεσης, Ν. & Νταραντούμης Θ. (2017). *Μάθε ψηφιακά, Παίζοντας συνεργατικά.* Εκδ. ΓΡΗΓΟΡΗ, Αθήνα.
- Φωτεινή Κοσσυβάκη (2003). *Εναλλακτική Διδακτική. Προτάσεις για μετάβαση από τη Διδακτική του Αντικειμένου στη Διδακτική του Ενεργού Υποκειμένου.* Εκδόσεις Gutenberg, ISBN: 978-960-01-0972-6, (αρ. Εύδοξος: 31381).
- Kron, Fr. (2012). *Βασικές γνώσεις παιδαγωγικής επιστήμης.* Επιμ. του 'Grundwissen Paedagogik', από τον Σοφό Αλιβίζο. Αθήνα, Ίων.
- Ματσαγγούρας, Η. (2009). *Εισαγωγή στις επιστήμες της Παιδαγωγικής.* Αθήνα, Gutenberg.
- Μισεά, Ζαν Κλωντ (2002). *Η εκπαίδευση της αμάθειας,* μτφρ. Άγγελος Ελεφάντης, εκδ. Βιβλιόραμα, Αθήνα.
- Πυργιωτάκης, Ι. (2011). *Εισαγωγή στην παιδαγωγική επιστήμη.* Αθήνα, Πεδίο.
- Πυργιωτάκης, Ι. (2007). *Παιδαγωγική του Νέου Σχολείου.* Αθήνα, Γρηγόρη.
- Paulo Freire (2006). Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν. Εκδόσεις Επίκεντρο, ISBN: 978-960-6647-91-8, (αρ. Εύδοξος: 14920).
- Χατζηγεωργίου, Γ. (2008). Ο εκπαιδευτικός ως ερευνητής: ένας βασικός ρόλος από τη σκοπιά της Κριτικής Παιδαγωγικής, στο Σβολόπουλος, Β. (επιμ.), Σύνδεση εκπαιδευτικής έρευνας και πράξης: η ακαδημαϊκή πλευρά. Αθήνα: Ατραπός.
- Χατζηδήμου, Δ. (2010). *Εισαγωγή στην Παιδαγωγική. Συμβολή στη διάχυση της παιδαγωγικής σκέψης.* Θεσσαλονίκη, Κυριακίδη (10η έκδοση).

- Related academic journals:
- Journal of teaching and learning
- Journal of Teaching and Learning with Technology
- International Journal of Learning, Teaching and Educational Research
- Educational Research
- Teaching and Learning Inquiry
- Journal of Research in Innovative Teaching & Learning
- International Review of Research in Open and Distributed Learning
- Computers in Human Behavior
- Computers & Education
- International Journal of Computer-Supported Collaborative Learning
- Int. J. of Educational Technology in Higher Education
- International Journal on Interactive Learning Environments
- International Journal of Emerging Technologies in Learning
- Journal of Educational Technology & Society
- Journal of Computer Assisted Learning
- IEEE Transactions on Education
- International Journal of Learning Technology
- Journal of Interactive Learning Research