

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PDE 100	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	BASIC PRINCIPLES OF TEACHING		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	6
Laboratory exercises		0	0
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	6
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective / Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	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 teaching as well as the interaction of the phenomenon of learning and teaching.
- Plan lessons by formulating their aims and objectives, justifying their methodological choices, launching activities that cultivate skills and capabilities and teaching evaluation techniques, through distinct phases.
- Recognize the aspects of the child's development and their connection with the Teaching Methodology.
- Perform an interpretive analysis of teaching in relation to their representations of knowledge, Curricula and teaching theory.
- Form the identity of the teacher by undertaking the various roles that it entails.
- Know and use various pedagogical approaches that promote didactic modernity, the spirit of innovation as well as free thought and expression and the general democratization of the classroom and school.
- Familiarize themselves with the most important teaching forms, the most important teaching models and teaching techniques.

- Know and use the didactic principles for the design and implementation of teaching (with particular emphasis on that of the didactic atmosphere), as well as the forms and techniques of verbal and non-verbal communication.
- Acquire skills to apply flexible teaching schemes according to the subject and the available means.
- Utilize the possibilities offered by ICT in the realization of the objectives of the course.
- Create "open" learning situations and educational activities that connect school with life.
- Plan lessons justifying their methodological choices, launching activities of cultivating skills and abilities and techniques of evaluating teaching and learning, for the comprehensive development of students, their future occupations, but also for 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*

*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
- 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 concerns the introduction of students in the theory and methodology of teaching in order to understand the complexity and diversity of the phenomenon of teaching and on the other hand to realize its importance for education. The aim of the course is to build the theoretical foundations and to cultivate the ability and readiness for the planning, organization, implementation and evaluation of the teaching practice. In particular, the gradual familiarization with the student-centered teaching methods is sought, and in particular the promotion of the teacher's freedom and creativity for original, attractive and effective teaching, but also for the formation of personal theory for teaching. Also, the need for a continuous reform-pedagogical effort is highlighted, which is a feature of critically thinking, responsible and effective teachers who, being aware of their teaching freedom, are able to lead students in a state of reflection involving students themselves in it, as well urging them to self-active 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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																						
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using open access software for laboratory exercises.																						
<b>TEACHING METHODS</b> <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.  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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13 *2 hours =26 hours</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>13*4 hours = 52 hours</td> </tr> <tr> <td>Practice</td> <td>13*1 hours = 13 hours</td> </tr> <tr> <td>Essay writing</td> <td>59 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 style="text-align: center;"><b>150</b> hours</td> </tr> </tbody> </table>	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	<b>150</b> hours
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>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.</i>	<p>The evaluation of the course is done in two (2) ways:</p> <ul style="list-style-type: none"> <li>• through a mandatory group assignment, corresponding to 50% of the final grade.</li> <li>• through a final written exam of 10 multiple choice questions, lasting 30 minutes, corresponding to 50% of the final grade.</li> </ul> <p>The assignments have a mandatory presentation during the lecture.</p> <p>Students, working in groups, gradually develop an 'electronic 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</p>																						

	<p>bibliographic sources and the internet to find relevant educational material.</p> <p>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.</p> <p>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).</p>
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## (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.
- Χατζηδημού, 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