

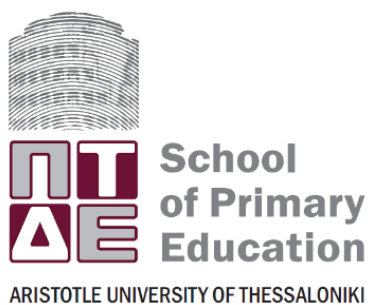


# STUDY GUIDE

SCHOOL OF PRIMARY  
EDUCATION

ACADEMIC YEAR 2024-25

THESSALONIKI  
SEPTEMBER 2024



*Don't say too often that you are right, teacher.  
Let the pupil realize it.  
Don't strain the truth too hard;  
It won't endure it.  
Listen as you speak.*

*Bertolt Brecht*

## TABLE OF CONTENTS

### 1. ORGANIZATION AND OPERATION OF THE SCHOOL

1.1	Departments and Faculty Members	6
1.2	Special teaching fellows, Lab teaching & technical support personnel, Administrative staff	9
1.3	The School Authorities	11
1.4	The Secretariat of the School	12
1.5	Library	12



1.6	Centre for Inclusive Policy	13
1.7	Greek Digital Earth Center of Excellence for the Geographical Education – digital earth	14
1.8	Computer Islet	15
1.9	School Committees	15
<b>2. PROGRAMME OF UNDERGRADUATE STUDIES</b>		
2.1	Learning Outcomes of Study Programme	18
2.2	Structure and Requirements of Study Programme	19
2.3	Teaching Practice (Practicum)	20
2.4	Undergraduate Diploma Thesis	20
2.5	Course registration	21
2.6	Accreditation of courses	22
2.7	Degree grade-classification	23
2.8	Transitional provisions	23
2.9	Calendar of Academic Year 2024-25 - Vacations & National Holidays	26
<b>3. UNDERGRADUATE COURSES PER SEMESTER OF STUDIES</b>		
3.1	List of courses taught in the Academic Year 2024-2025	27
<b>4. DETAILED COURSE DESCRIPTIONS</b>		
4.1	Compulsory Practicum courses	38
4.2	Compulsory courses	64
4.3	Elective courses	114
4.4	ΕΠΠΓ	309
4.5	Minority Education courses	312
<b>5. PARALLEL PROGRAMMES</b>		
5.1	ERASMUS+ programme	323

## **1. ORGANIZATION AND OPERATION OF THE SCHOOL**

The School of Primary Education of the Aristotle University of Thessaloniki (AUTH) was founded pursuant to Law no. 1268/82, Article 46, concerning the Organization and Operation of the Pedagogical Departments of Higher Education Institutions, and commenced operations in the academic year 1986-87, according to the Presidential Decree 320/1983.

The School of Primary Education, together with the School of Early Childhood Education, constitute the Faculty of Education of the Aristotle University of Thessaloniki.

The School of Primary Education provides:

- a) A four-year Undergraduate programme (BA Degree)
- b) Two-year Postgraduate programmes (MA Degree)
- c) Doctoral Degree studies in Education Sciences

## 1.1 DEPARTMENTS AND FACULTY MEMBERS

### A. DEPARTMENT OF SOCIAL AND CULTURAL STUDIES

#### *Head of the Department*

**Bibou-Nakou Ioanna**, professor. Content area/ Discipline: Clinical Psychology– Applications at school. Office 502, telephone 2310995030, [bibou@eled.auth.gr](mailto:bibou@eled.auth.gr)

#### *Faculty Members of the Department*

**Aidinis Athanasios**, professor. Content area/ Discipline: Literacy acquisition in the First School Years. Office 503, telephone 2310995095, [aaidinis@eled.auth.gr](mailto:aaidinis@eled.auth.gr)

**Alexiou Vasileios**, professor. Content area/ Discipline: Literary Theory. Office 509, telephone 2310991205, [valex@eled.auth.gr](mailto:valex@eled.auth.gr)

**Apostolidou Venetia**, professor. Content area/ Discipline: Modern Greek Literature and Literary Education. Office 504, telephone 2310995094, [neta@eled.auth.gr](mailto:neta@eled.auth.gr)

**Betsas Ioannis**, associate professor. Content area/ Discipline: History of Education. Office 911, telephone 2310995051, [impetsas@eled.auth.gr](mailto:impetsas@eled.auth.gr)

**Bibou-Nakou Ioanna**, professor. Content area/ Discipline: Clinical Psychology– Applications at school. Office 502, telephone 2310995030, [bibou@eled.auth.gr](mailto:bibou@eled.auth.gr)

**Charalampous Dimitrios**, professor. Content area/ Discipline: Educational Policy. Office 709, telephone 2310991224, [dphchar@eled.auth.gr](mailto:dphchar@eled.auth.gr)

**Goulis Dimitrios**, assistant professor. Content area/ Discipline: Children’s Literature, Office 511, telephone 2310995088, [dagoulis@eled.auth.gr](mailto:dagoulis@eled.auth.gr)

**Kantzou Vasiliki**, assistant professor. Content area/ Discipline: Teaching Greek as a Second/Foreign Language, Office 501, telephone 2310991224, [vickykantzou@eled.auth.gr](mailto:vickykantzou@eled.auth.gr)

**Kostouli Triantafyllia**, professor. Content area/ Discipline: Literacy-Critical literacy at school. Office 505, telephone 2310995091, [kostouli@eled.auth.gr](mailto:kostouli@eled.auth.gr)

**Kougioumoutzaki Foteini**, senior assistant professor. Content area/ Discipline: Sociology of Education and Childhood. Office 510, telephone 2310991259, [fkouyoum@eled.auth.gr](mailto:fkouyoum@eled.auth.gr)

**Marvakis Athanasios**, professor. Content area/ Discipline: Clinical Social Psychology. Office 908, telephone 2310991296, [marvakis@eled.auth.gr](mailto:marvakis@eled.auth.gr)

**Papademetriou Foteini**, professor. Content area/ Discipline: Forms of Literacy with Emphasis in Virtual Literacy. Office 704, telephone 2310991204, [fpapadim@eled.auth.gr](mailto:fpapadim@eled.auth.gr)

**Pavlidis Periklis**, professor. Content area/ Discipline: Social Theory – Philosophy of Education. Office 703, telephone 2310991283, [ppavlidis@eled.auth.gr](mailto:ppavlidis@eled.auth.gr)

## B. DEPARTMENT OF SCIENCES AND NEW TECHNOLOGIES

### *Head of the Department*

**Malandrakis Georgios**, associate professor. Content area/ Discipline: Environmental Education. Office 512, telephone 2310991233, [gmandrakis@eled.auth.gr](mailto:gmandrakis@eled.auth.gr)

### *Faculty Members of the Department*

**Gkiolmas Aristotelis**, assistant professor, Content area/ Discipline: Didactics of Natural Sciences. Office 509, telephone 2310991205, [agkiolm@eled.auth.gr](mailto:agkiolm@eled.auth.gr)

**Desli Despoina**, professor. Content area/ Discipline: Didactics of Mathematics. Office 909, telephone 2310991234, [d-desli@eled.auth.gr](mailto:d-desli@eled.auth.gr)

**Lambrinos Nikos**, professor. Content area/ Discipline: Geography and Instruction of Geography. Office 702, telephone 2310991201, [labrinos@eled.auth.gr](mailto:labrinos@eled.auth.gr)

**Papadopoulos Ioannis**, associate professor. Content area/ Discipline: Mathematics Education. Office 509, telephone 2310 995092, [ypapadop@eled.auth.gr](mailto:ypapadop@eled.auth.gr)

**Seroglou Fanny**, professor. Content area/ Discipline: Teaching Science Concepts. Office 901, telephone 2310991202, [seroglou@eled.auth.gr](mailto:seroglou@eled.auth.gr)

## C. DEPARTMENT OF PEDAGOGY AND SOCIAL EXCLUSION

### *Head of the Department*

**Liambas Anastasios**, professor. Content area/ Discipline: Pedagogy – Student Evaluation. Office 904, telephone 2310991278, [aliabas@eled.auth.gr](mailto:aliabas@eled.auth.gr)

### *Faculty Members of the Department*

**Bonidis Kyriakos**, associate professor. Content area/Discipline: School Education and Peace Education. Office 903, telephone 2310997232, [bonidis@eled.auth.gr](mailto:bonidis@eled.auth.gr)

**Christodoulou Michail**, assistant professor. Content area/Discipline: Methodology of Educational Research. Office 501, telephone -, [mchristodoulou@eled.auth.gr](mailto:mchristodoulou@eled.auth.gr)

**Drenoyianni Helen**, professor. Content area/ Discipline: Pedagogy, with an emphasis on computers and multimedia in education. Office 910, telephone 231991246, [edren@eled.auth.gr](mailto:edren@eled.auth.gr)

**Gioti Lamprina**, senior assistant professor. Content area/ Discipline: Adult Education. Office 708, telephone 2310991231, [lgioti@eled.auth.gr](mailto:lgioti@eled.auth.gr)

**Ioannidou Martha**, senior assistant professor. Content area/ Discipline: Art in Education. Office 710, telephone 2310991253, [mioannidou@eled.auth.gr](mailto:mioannidou@eled.auth.gr)

**Karagianni Panagiota**, associate professor. Content area/ Discipline: Inclusive Pedagogy. Office 711, telephone 2310991275, [pkaragi@eled.auth.gr](mailto:pkaragi@eled.auth.gr)

**Tourtouras Christos**, associate professor. Content area/ Discipline: Pedagogy – School failure and Social exclusion. Office 701, telephone 2310991235, [htourt@eled.auth.gr](mailto:htourt@eled.auth.gr)

**Zachos Dimitrios**, associate professor. Content area/ Discipline: Pedagogy – Intercultural Education. Office 712, telephone 2310991252, [dimzachos@eled.auth.gr](mailto:dimzachos@eled.auth.gr)

**Zmas Aristotelis**, senior assistant professor. Content area/ Discipline: Comparative pedagogy. Office 708, telephone 2310991241, [zmas@eled.auth.gr](mailto:zmas@eled.auth.gr)

**D. DEPARTMENT OF MINORITY EDUCATION**

***Head of the Department***

The Chair of the School

***Faculty Members of the Department***

The Department has not yet been staffed as new staff positions are expected.



## **1.2 SPECIAL TEACHING FELLOWS ● LAB TEACHING & TECHNICAL SUPPORT PERSONNEL ● ADMINISTRATIVE STAFF**

---

### **A. SPECIAL TEACHING FELLOW**

**Androutsos Polyvios** (Ε.Ε.Π.), office 506, telephone 2310991240, [pand@eled.auth.gr](mailto:pand@eled.auth.gr)

### **B. LAB TEACHING PERSONNEL**

**Bougatzeli Evaggelia** (Ε.ΔΙ.Π.), office 705, telephone 2310991209, [bougatzeli@eled.auth.gr](mailto:bougatzeli@eled.auth.gr)

**Kefalidou Sofia** (Ε.ΔΙ.Π.), office 906, telephone 2310991288, [sokefali@eled.auth.gr](mailto:sokefali@eled.auth.gr)

**Kouimtzi Eleni-Maria** (Ε.ΔΙ.Π.), office 705, telephone 2310991211, [ekouimtzi@eled.auth.gr](mailto:ekouimtzi@eled.auth.gr)

**Koulountzos Vasileios** (Ε.ΔΙ.Π.), office 506 & at the ground floor of the Old Building of the Academy at 29 Archaeologikou Mouseiou st, telephone 2310995082 & 2310991245, [bkoul@eled.auth.gr](mailto:bkoul@eled.auth.gr)

**Markou Dimitra** (Ε.ΔΙ.Π), office 705, τηλέφωνο -, [dimitramarkou@eled.auth.gr](mailto:dimitramarkou@eled.auth.gr),

**Nikoloudis Dimitrios** (Ε.ΔΙ.Π.), office 906, telephone 2310991277, [dnikolou@eled.auth.gr](mailto:dnikolou@eled.auth.gr)

**Primerakis Georgios** (Ε.ΔΙ.Π.) office 706, telephone 2310995041, [primerakis@eled.auth.gr](mailto:primerakis@eled.auth.gr)

**Xeferi Eleni** (Ε.ΔΙ.Π.), office 912, telephone 2310991272, [praktiki@eled.auth.gr](mailto:praktiki@eled.auth.gr), [exeferi@eled.auth.gr](mailto:exeferi@eled.auth.gr)

**Vlachaki, Maria** (Ε.ΔΙ.Π), office 906, telephone 2310991216, [marvl@eled.auth.gr](mailto:marvl@eled.auth.gr)

### **C. LAB TECHNICAL SUPPORT PERSONNEL**

**Lioliou Foteini** (Ε.ΤΕ.Π.), Library of the Faculty of Education, telephone 2310994214, [flioliou@eled.auth.gr](mailto:flioliou@eled.auth.gr)

**Nouni Andriani** (Ε.ΤΕ.Π.), Library of the Faculty of Education, telephone 2310991242, [anouni@eled.auth.gr](mailto:anouni@eled.auth.gr)

#### D. ADMINISTRATIVE STAFF

##### Head of the Secretariat

**Vikelidou Kornilia**, telephone 2310995050, [info@eled.auth.gr](mailto:info@eled.auth.gr)

From 1-10-2024 to 31-1-2025, due to the secondment of Cornelia Vikelidou to Brussels, the Head of the Secretariat is replaced by **Maria-Vasiliki Kenanidou**

##### Administrative staff

**Bitsiou Aikaterini**, Undergraduate programme, telephone: 2310995054, [info@eled.auth.gr](mailto:info@eled.auth.gr)

**Livieratou Eleni**, Undergraduate programme-Administration, telephone: 2310995028, [info@eled.auth.gr](mailto:info@eled.auth.gr)

**Tsagkari Aggeliki**, Finance and Computer Lab, telephone: 2310995057, [info@eled.auth.gr](mailto:info@eled.auth.gr)

**Voulgarelli Ioanna**, Undergraduate & Postgraduate programme, telephone: 2310995060, [info@eled.auth.gr](mailto:info@eled.auth.gr)

## **1.3 THE SCHOOL AUTHORITIES**

---

### **A. ASSEMBLY OF THE SCHOOL**

The Assembly of the School consists of the Faculty Members and the Lecturers of the School, as provided by the provisions in force at the effective date of Law 4009/2011 (A' 195), one representative of each category of the Special Teaching Fellow (Ε.Ε.Π.), of the Lab Teaching (Ε.ΔΙ.Π) and the Technical Support Personnel (Ε.Τ.Ε.Π.), as well as two (2) student representatives (one undergraduate and one postgraduate).

### **B. GENERAL ASSEMBLY OF THE Departments**

The General Assembly of the Department consists of the Faculty Members of each Department and representatives of undergraduate and postgraduate students of the School.

There are four (4) Departments in the School of Primary Education:

- a. The Department of Social and Cultural Studies. Head of the Department for 2023-2024 has been elected Ms. Papademetriou Foteini, professor.
- b. The Department of Sciences and New Technologies. Head of the Department for 2023-2024 has been elected Mr. Giorgos Malandrakis, associate professor.
- c. The Department of Pedagogy and Social Exclusion. Head of the Department for 2023-2024 has been elected Mr. Anastasios Liambas, professor.
- d. The Department of Minority Education. The Assembly of the School of Primary Education manages this Department.

### **C. ADMINISTRATIVE BOARD OF THE SCHOOL**

The School's Administrative Board consists of the School's Chair, the Vice Chair, the Heads of the Departments, and one of the three elected representatives of the rest of the teaching personnel of the School.

### **D. CHAIR OF THE SCHOOL**

The Chair of the School is elected by the professors and the lecturers working in the School with direct, secret and universal suffrage for two years.

Professor **Pavlidis Periklis** is the Chair of the School from 1-9-2022 to 31-8-2024.

### **E. VICE-CHAIR OF THE SCHOOL**

Professor **Drenoyianni Helen** is the Vice-Chair of the School from 1-9-2022 to 31-8-2024.

## 1.4 THE SECRETARIAT OF THE SCHOOL

The Secretariat is located on the 2nd floor of the Tower building and is open for students on weekdays from 12.00 to 13.00.

The Secretariat is responsible for students' registration as well as for issuing certificates, student IDs, examination results, transcripts, course and examination timetables, etc. Students can also get information by phone, 2310995048, 2310995028, 2310995054, by fax: 2310995063 and by email: [info@eled.auth.gr](mailto:info@eled.auth.gr)

## 1.5 LIBRARY



The Library is located on university campus, on the second floor of the Tower building (Faculty of Education). It is open all working days.

The Library of the School of Primary Education started as a regional library of Aristotle University in 1984, immediately after the School's establishment. Since November 2006, after the unification with the library of the School of Early Childhood Education, it has

been operating as the single Library of the Faculty of Education.

Its collection consists of about 30,000 volumes of books covering a wide range of subjects focusing on early childhood and primary education. It also has a considerable number of printed journals of pedagogical interest. The Library provides access to the electronic resources of the University of Thessaloniki Library System.

The Library operates as a lending library and serves all members of the academic community:

- Faculty members of the AUTH, lecturers with an employment relationship with the AUTH (e.g. P.D/407), undergraduate and postgraduate students, doctoral candidates and postdoctoral fellows of the AUTH,
- Employees with any employment relationship with the AUTH,
- Emeritus and retired professors of AUTH,
- Students of exchange programmes (e.g. Erasmus),
- and external users, who become temporary members. The library card is issued for a predetermined amount, decided by the Rectorate after the recommendation of the Supervisory Committee.

The library card is strictly personal and is required for borrowing.

The Library has a reading room, a computer island and access to a wireless network.

## Information

<http://www.educ.auth.gr/educdrupal/el/SchoolLibrary>  
Email: [educationlib@educ.auth.gr](mailto:educationlib@educ.auth.gr)

## Personnel

- Lioliou Foteini, telephone 2310994214, [flioliou@eled.auth.gr](mailto:flioliou@eled.auth.gr)
- Nouni Andriani, telephone 2310991242, [anouni@eled.auth.gr](mailto:anouni@eled.auth.gr)
- Papazoglou Angeliki, telephone 2310995047, [agpapaz@nured.auth.gr](mailto:agpapaz@nured.auth.gr)

## 1.6 CENTRE FOR INCLUSIVE POLICY

The Centre for Inclusive Policy is aiming at developing and promoting innovative methods, services, and practices, in order to facilitate the inclusion of students who encounter obstacles that concern their university education.



Special objectives:

1. Developing support mechanisms for students that encounter obstacles to include themselves in the educational life, by creating contemporary multidimensional structures.
2. Coordinating, networking and promoting the cooperation of structures and bodies to ensure the equal participation of all students in the educational life of the university.
3. Promoting the dialogue and the exchange of views on issues of discrimination and social prejudice.
4. Participating in programmes concerning issues of inclusion of young people in the educational life of the university.
5. Cooperating with similar committees, networks, organizations, institutions, etc. -within or outside Greece- that engage in equality of opportunities in universities.
6. Dealing with / researching / highlighting issues (educational, social, etc.) that 'vulnerable' groups of the student population are facing.
7. Implementing information actions for students, who encounter obstacles to their inclusion on an individual basis, but also collectively - for all students - in the form of seminars, workshops, conferences, events, announcements and the publication of leaflets, etc.

The Centre for Inclusive Policy in the Faculty of Education has been functioning since September 2008. It focuses mainly on groups of students that encounter obstacles integrating in the educational life of the Faculty. Some of its actions are addressed to the entire student population of the Faculty. That is, it seeks to ensure that all students have access to knowledge, develops support mechanisms for students who encounter obstacles and generally promotes dialogue and exchange of views on discrimination, social prejudice, social exclusion, on issues of prevention and health care, reflection on psychosocial issues, etc.



In addition, the Center offers free educational seminars to teachers on digital technology related to Geography, e.g. seminars on the use of Geographic Information Systems and online cartography. Finally, it publishes a quarterly Newsletter that is posted on its website.

Further information can be found on the website of the Center: [www.digital-earth.edu.gr](http://www.digital-earth.edu.gr)

## **1.8 COMPUTER ISLET**

---

Students of the School of Primary Education have free access to the Computer islet. It is located on the 1<sup>st</sup> floor of the Tower building (Faculty of Education).

Its equipment (PCs, printers, scanners, access to the Internet) can be used by all students of the School.

## **1.9 SCHOOL COMMITTEES**

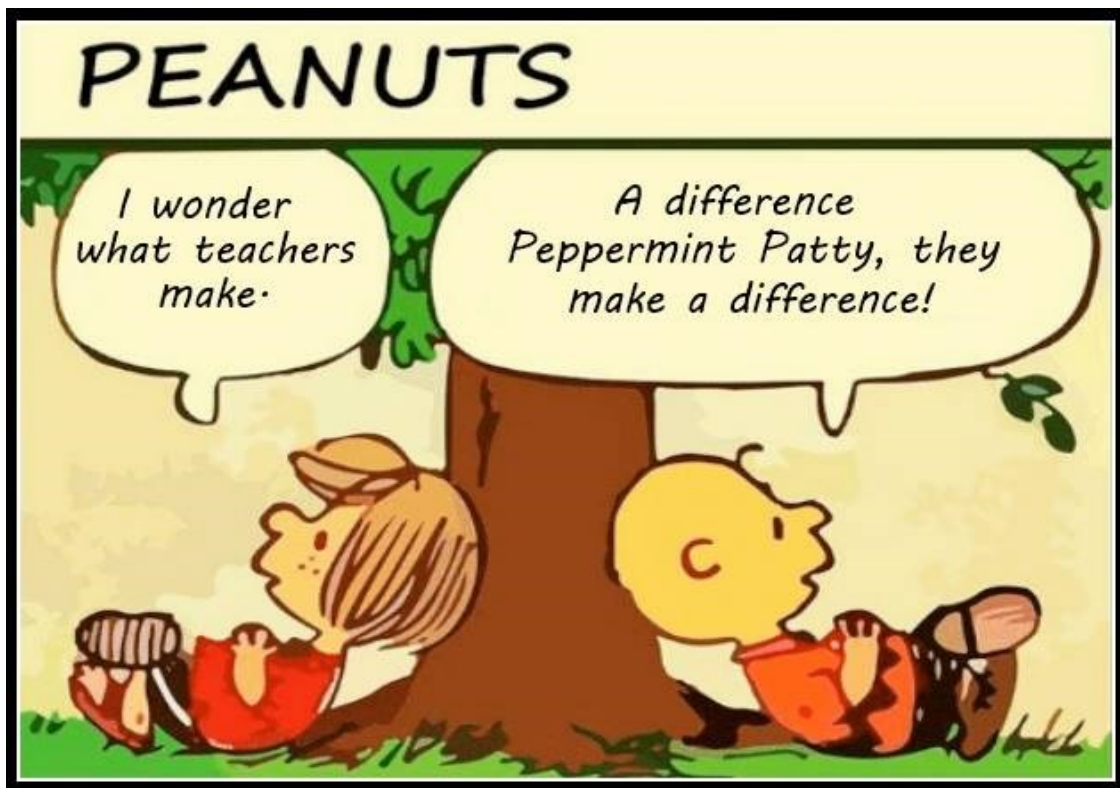
---

- **Internal Evaluation Team [OMEA]**
  - Zmas Aristotelis, senior assistant professor (Coordinator)
  - Drenoyianni Helen, professor, Vice-Chair of the School
  - Liambas Anastasios, professor, Head of the Department of Pedagogy and Social Exclusion
  - Papademetriou Foteini, professor, Head of the Department of Social and Cultural Studies
  - Malandrakis Giorgos, associate professor, Head of the Department of Sciences and New Technologies
  
- **Programme of Studies Committee**
  - Ioannidou Martha, senior assistant professor (Coordinator)
  - Liambas Anastasios, professor, Head of the Department of Pedagogy and Social Exclusion
  - Papademetriou Foteini, associate professor, Head of the Department of Social and Cultural Studies
  - Malandrakis Giorgos, assistant professor, Head of the Department of Sciences and New Technologies
  - Karagianni Panagiota, professor, representative of the Department of Pedagogy and Social Exclusion
  - Aidinis Athanasios, professor, representative of the Department of Social and Cultural Studies
  - Lambrinos Nikos, professor, representative of the Department of Sciences and New Technologies
  
- **Strategic Planning Committee**
  - Betsas Ioannis (Coordinator), Drenoyianni Helen, Bonidis Kyriakos, Desli Despoina

- **Research Ethics and Deontology Committee**  
Gioti Lamprina (Coordinator), Zmas Aristotelis, Zachos Dimitrios, Kostouli Triantafyllia, Lambrinos Nikos, Marvakis Athanasios, Bibou Anna, Tourtouras Christos, Goulis Dimitrios
- **Responsible for the Practicum's Office**  
Liambas Anastasios
- **Practicum Committee**  
Liambas Anastasios, Tourtouras Christos, Zmas Aristotelis, Bonidis Kyriakos, Gioti Lamprina, Xefteri Eleni
- **Schedule/ programme of courses – exams programme: Undergraduate & Postgraduate**  
Nikoloudis Dimitrios, Markou Dimitra
- **Programme entry in Class Schedule**  
Bougatzeli Evaggelia
- **Replacements/changes entry in Class Schedule**  
Bougatzeli Evaggelia
- **Exams supervisions programme**  
Kefalidou Sofia
- **Undergraduate & Postgraduate Study Guide**  
Christodoulou Michail, Kantzou Vasiliki.
- **ECTS Coordinator – Erasmus+ Studies**  
Ioannidou Martha, Kouimtzi Eleni
- **ECTS Coordinator – Erasmus+ Traineeship, Erasmus International**  
Kouimtzi Eleni, Ioannidou Martha
- **ECTS Coordinator – Erasmus+ Mundus**  
Kouimtzi Eleni
- **Equipment Committee**  
Gkiolmas Aristotelis, Goulis Dimitrios
- **Inclusive Policy Committee**  
Karagianni Panagiota, Bibou Ioanna, Kouimtzi Eleni



- **Buildings Committee**  
Malandrakis Georgios, Betsas Ioannis,
- **School Representatives in A.U.TH Research Committee**  
Apostolidou Venetia (member), Karagianni Panagiota (alternate member)
- **School Representatives in A.U.TH Environment Committee**  
Lambrinos Nikos (member), Malandrakis Georgios (alternate member)
- **Studies Advisors/ Tutors**  
Gioti Lamprina, Goulis Dimitrios, Seroglou Fanny, Kougioumoutzaki Foteini, Tourtouras Christos,
- **Studies Advisors/ Tutors for students with disabilities**  
Kouimtzi Eleni, Karagianni Panagiota



## **2. PROGRAMME OF UNDERGRADUATE STUDIES**

### **2.1 LEARNING OUTCOMES OF STUDY PROGRAMME**

---

Students upon completion of the BA study programme should have the:

- Ability to think abstractly, critically analyse and synthesise educational theories and policy issues systematically so that they can identify possible connections between aspects of educational approach and educational policies and contexts.
- Ability to apply knowledge in different learning contexts with an awareness of the different roles of participants in the learning process. They should be able to understand and apply educational theories and methodology as a basis for general and specific educational activities, manage and evaluate educational programmes, activities and materials. Furthermore, they should fathom new trends in education by adapting the curriculum accordingly and by using appropriate teaching/learning and assessment strategies, including the use of new technologies.
- Ability to communicate orally and in writing in their mother tongue and a second language with groups, individuals and non-specialists in the field.
- Ability to search for, process and analyse information from different sources and conduct research in other contexts.
- Ability to generate new ideas (creativity), identify, pose and solve problems, and make informed decisions.
- Ability to work in a team and autonomously in an international context, with other stakeholders in education (learners/trainers, colleagues and other stakeholders), to advise on various educational issues (psychological counselling, counselling students and parents), to mobilise individuals towards common goals related to learning and development of people in specific contexts.
- Show appreciation and respect for diversity and multiculturalism; demonstrate awareness of equal opportunities and gender issues; recognise and respond to the diversity of students/learners and the complexity of the learning process; design and implement training/education programmes that integrate people with disabilities and create an equitable and fair learning climate for all learners, regardless of their socio-cultural-economic context.

## 2.2 STRUCTURE AND REQUIREMENTS OF STUDY PROGRAMME

---

The School of Primary Education aims at shaping teachers with democratic conscience, who are opposed to any racist or sexist rationale and any kind of social discrimination. It strives for moulding teachers who face positively the transformation of education towards forming a society governed by the principles of Justice, Democracy, Freedom and Equality; educators who respect the pluralism of various theoretical views and practices in education; teachers who know, understand and are able to use pedagogical, psychological, sociological and philosophical theories daily, as well as various teaching approaches in order to impart knowledge to subjects that refer to the aims, content and teaching methods of each subject; teachers with substantial humanitarian culture in the sense of respect for and understanding of nature and the various cultures, as well as their constant active participation and intervention in matters of public interest.

The Programme of Studies consists of Compulsory Practicum courses, Compulsory courses, Elective courses and courses for acquiring proficiency in a foreign language, in Information Literacy and Academic Essay Writing. Overall, 240 ECTS credits distributed in 8 semesters (4 years) are required for graduation. Analysing the distribution, 45 of these ECTS credits come from Compulsory Practicum courses, 100 from Compulsory courses, 90 from Elective courses, and 5 from foreign language, Information Literacy, Academic Essay Writing, with 2 and 3 ECTS credits respectively. If, for any reason (e.g. faculty retirements), any compulsory course stops being offered, it is automatically replaced by whichever available elective course. In this case, in order to complete the 240 ECTS credits required to obtain the degree, the number of credits earned in elective courses increases, while the number of credits in compulsory ones decreases.

More specifically:

- **Compulsory Practicum courses** are 5, one in the first, one in the second, one in the third and two in the fourth year offering 10 ECTS credits each. Participation in practicum, that is, attending and teaching in schools, and in all 4 years of studies, is mandatory for obtaining a degree. Compulsory Practicum courses have a code number beginning with **ΥΠΜΠ**.
- **Compulsory courses** are 20 and are called so because they have to be attended by all students. That is, it is not possible to obtain a degree without successfully passing all compulsory courses. Each Compulsory course is credited with 5 ECTS. Compulsory courses have a code number beginning with **ΥΠΜ**.
- **Electives** are called so because students have the freedom to choose from a wide variety of available courses. Each Elective course is credited with 5 ECTS and for successful completion of the degree it is necessary to take a successful examination in Elective courses corresponding to 90 ECTS. Preparation of an Undergraduate Diploma Thesis, offering 15 ECTS credits, is included in Elective

courses. In addition, any courses chosen by students from other Departments of the Aristotle University are counted as Elective courses. These courses may not exceed 20 ECTS credits and should be calculated so that the total of ECTS credits per semester neither exceeds, nor is less than 30. Elective Courses have a code beginning with **ΕΠΜ**. In Elective courses are also included those aimed at Muslim students in Thrace minority, who are admitted in accordance with the law [Ministerial Decision]. These Elective courses begin with an **ΕΠΜΜ** code, are credited with 5 ECTS, serve as additional Compulsory courses for Muslim students and replace an equal number of Elective courses (**ΕΠΜ**) of the Curriculum.

- Successful examination in **foreign language, Information Literacy, and Academic Essay Writing** is required to obtain the degree. Some foreign language courses are offered by the School, while others are offered by the AUTH Foreign Language Center, where they are also examined.
- It is mandatory to attend the workshops whenever they constitute part of a course.

### **2.3 TEACHING PRACTICE (PRACTICUM)**

---

Participation in traineeships is mandatory for obtaining a degree. The School pays special attention to Practicum and therefore dedicates five compulsory courses offered by the Department of Pedagogy and Social Exclusion. Further information can be obtained from the School's Regulations for Practicum.

## **2.4 UNDERGRADUATE DIPLOMA THESIS**

---

The purpose of the Undergraduate Diploma Thesis is to offer students the chance to gain experience in research methodology and in writing a text distinctive for its scientific style. Topics of theses should appertain to Pedagogy and Education Sciences. Preparation of an Undergraduate Diploma Thesis is optional and annual. Students who complete the 6th semester can choose to write an Undergraduate Diploma Thesis during the 7th and 8th semesters. Undergraduate Diploma Thesis equals 12 ECTS credits, divided into 7th and 8th semesters. Refer to the Undergraduate Diploma Thesis Regulations for more information.

## **2.5 COURSE REGISTRATION**

---

All courses in the Programme of Studies correspond to a specified semester. As far as compulsory courses are concerned, students are required to register them in the semester specified. Students in junior semesters cannot enroll in these courses. For example, freshman students must choose the compulsory courses of the 1st and 2nd semesters respectively and cannot be admitted to compulsory 3rd, 4th or higher semesters. The same is true for elective courses. In contrast, students in advanced semesters can choose elective courses offered in smaller semesters than their own.

Each student can apply for 30 ECTS credits per semester. Courses are registered during the semester in which they are offered. If a student does not pass successfully a course, he/she may take the examination in the following years until he/she passes it successfully. To be eligible for that he/she should register the course(s) again, as it is set out in the Study Guide. Specifically, for the elective courses a student may require the replacement of an elective course, which he/she has not passed successfully, with another elective course. This option is only available for 4 elective courses. For students who are admitted to the School by placement exams or by transfer from another university, as well as for the Erasmus+ incoming ones, there are special arrangements listed in the corresponding section of the Study Guide.

In order to offer better teaching and learning conditions, given the tight space and the large number of students per year, in compulsory courses students are divided into two groups (alphabetical order according to the initial letter of their surname A-Λ & M-Ω). Each group attends the compulsory courses accordingly to their year of study in a different semester, either in winter or in spring. Furthermore, there is a numerical limitation on elective courses, where the maximum number of students per class cannot exceed 180.

### **A. STUDENTS IN ERASMUS+ PROGRAMME**

Students who participate in the Erasmus+ programme can register, in excess of the ECTS credits they are allowed to gather in each semester, the compulsory courses of the semester during which they are away from the School. This can be done either during the previous or in the following semester, as long as they have not been accredited the courses, they attended during their study abroad to courses of the School. They may also register additional elective courses, in case the courses attended during their studies abroad have not been accredited to courses of the School. That is, if during the semester they were required to attend 5 compulsory courses and one elective course and they were accredited 2 compulsory courses and 1 elective course, then they have the right to register in excess 3 compulsory courses. If they are accredited more elective courses than they were required to register in their semester of absence, then the number of elective courses that they can register in their subsequent semesters decreases.

It is also noted that courses offered in the host country of the Erasmus+ programme can only be recognized as compulsory, if the tutor responsible for teaching this subject at the School of Primary Education of AUTH examines their syllabus and considers them to be relevant to the School's compulsory courses. Otherwise, courses chosen by the student will be considered as elective and will be accredited, if he/she has successfully passed the required exams. All the courses attended by the student, regardless of whether they are counted in the degree grade, are listed in the Diploma Supplement. Enrolling in a semester requires 30 ECTS credits or 20 ECTS credits for a quarter.

#### **B. STUDENTS BY TRANSFER FROM ANOTHER UNIVERSITY**

Students, who are admitted to the School by transfer from another university, in excess of the ECTS credits they are allowed in each semester can register as many courses, compulsory and elective, as they could have registered by the semester in which they were assigned a transfer. That is, by the second semester of studies a student should have normally registered 7 compulsory courses. If he/she is admitted by transfer to the second semester of studies and only 2 compulsory courses are accredited, he/she has the opportunity to register, in excess, 5 additional compulsory courses from the ones he/she is eligible to register at this point.

## **2.6 ACCREDITATION OF COURSES**

The following special arrangements apply to students, who are admitted to the School by placement exams or by transfer from another university:

- a) From the academic year 2012-2013 students admitted to a University Department/ School are given the opportunity to accredit already taught

courses, in which they have been successfully examined in their Department of origin.

- b) Accreditation of courses, in accordance with the preceding paragraph, is effected by decision of the School Assembly where appropriate, and students are exempt from examination of the courses or exercises of the host Department's curriculum taught in the Department of origin and may join in a different semester than that of their enrolment.

## **2.7 DEGREE GRADE- CLASSIFICATION**

---

According to the provisions of the Ministerial Decision Φ5/89656/B3/13-8-2007 (ΦEK1466/B'/2007) "Implementation of the Credit Transfer and Accumulation System", the degree is calculated based on the ECTS workload of each course and the weight of the course ECTS to the total number of ECTS needed for the degree. That is, the 240 ECTS required to obtain a degree are accumulated by following the 5 compulsory traineeships (practicums), the 20 compulsory courses, the 18 elective courses as well as the foreign language, the Information Literacy and the Academic Essay Writing, with the latter, however, not counted in the degree's classification as they are courses for acquiring knowledge and skills relating to these subjects. The grade in each of the 43 courses is multiplied by a weighting factor depending on the ECTS work load of each course. The grades are then added to the 43 courses and divided by the sum to obtain the degree's final grade.

The course marking scale ranges from zero (0) (minimum) to ten (10) (maximum), with five (5) to be the minimum required for success. The passing grades are characterized as follows: 10 - 8.5 = Excellent, 6.5 - 8.4 = Very Good, and 5 - 6.4 = Good. In addition to the above grouping, we have the following classification scheme: A = top 10% of success grades in the particular course, B = the next 25% of success grades, C = the next 30% of success grades, D = the next 25% of success grades and E = the bottom 10% of success grades.

## **2.8 TRANSITIONAL PROVISIONS**

---

Depending on the academic year of admission, the following transitional provisions apply:

For students admitted during the academic year 2023-2024:

Students admitted in the academic year 2023-2024 for obtaining a degree must accumulate:

- a) 92 ECTS from Compulsory courses or successfully pass 23 Compulsory courses.

- b) 30 ECTS from courses related to practical training or successfully pass 5 courses.
- c) 10 ECTS from Compulsory-elective courses or successfully pass 2 Compulsory-elective courses.
- d) 100 ECTS from elective courses or successfully pass 25 courses.
- e) 2 ECTS from the foreign language course, 2 ECTS from Information Literacy, 2 ECTS from Academic Essay Writing, and 2 ECTS from Qualitative and Quantitative Data Analysis.

Already in the 1st year, they have registered for 13 Compulsory courses corresponding to 52 ECTS, 1 Compulsory Practical Training course corresponding to 6 ECTS, and the Information Literacy course corresponding to 2 ECTS. In the 2nd year, they will attend the Compulsory Practical Training course as outlined in the new curriculum, 6 out of the 7 Compulsory courses provided in the new curriculum, and will not attend the Compulsory course "Arts in Education" included in the new curriculum as they already completed it in the 1st year. They will also take 3 elective courses from those offered in the new curriculum, and the proficiency courses in Information Literacy/Academic Essay Writing and Foreign Language, which will be credited with 3 and 2 ECTS respectively. Courses not successfully completed in the first year will be matched with courses in the new curriculum. In the 3rd year, they will attend the Compulsory Practical Training course as provided in the new curriculum, 3 Compulsory courses provided in the new curriculum, and 7 elective courses from those offered in the new curriculum. In the 4th year, they will attend the 2 Compulsory Practical Training courses provided in the new curriculum, 8 elective courses from those offered in the new curriculum or 5 elective courses from the new curriculum and a Thesis..

For students admitted during the academic year 2022-2023:

- a) 92 ECTS from Compulsory courses or successfully pass 23 Compulsory courses.
- b) 30 ECTS from courses related to practical training or successfully pass 5 courses.
- c) 10 ECTS from Compulsory-elective courses or successfully pass 2 Compulsory-elective courses.
- d) 100 ECTS from elective courses or successfully pass 25 courses.
- e) 2 ECTS from the foreign language course, 2 ECTS from Information Literacy, 2 ECTS from Academic Essay Writing, and 2 ECTS from Qualitative and Quantitative Data Analysis.

Already in the 1st year, they have registered for 13 Compulsory courses corresponding to 52 ECTS, 1 Compulsory Practical Training course corresponding to 6 ECTS, and the Information Literacy course corresponding to 2 ECTS. In the 2nd year, they have registered for the Compulsory Practical Training course corresponding to 6 ECTS, 7 Compulsory courses corresponding to 28 ECTS, 6 elective courses corresponding to 24 ECTS, and the proficiency course in the Foreign Language, which corresponds to 2 ECTS. In the 3rd year, they will attend the Compulsory Practical Training course as provided



in the new curriculum, 3 Compulsory courses included in the new curriculum, and 7 elective courses from those offered in the new curriculum. In the 4th year, they will attend the 2 Compulsory Practical Training courses provided in the new curriculum, 8 elective courses from those offered in the new curriculum or 5 elective courses from the new curriculum and a Thesis.

For students admitted in the academic year 2021-2022:

Students admitted in the academic year 2021-2022 for obtaining a degree must accumulate:

- a) 92 ECTS from Compulsory courses or successfully pass 23 Compulsory courses.
- b) 30 ECTS from courses related to practical training or successfully pass 5 courses.
- c) 10 ECTS from Compulsory-elective courses or successfully pass 2 Compulsory-elective courses.
- d) 100 ECTS from elective courses or successfully pass 25 courses.
- e) 2 ECTS from the foreign language course, 2 ECTS from Information Literacy, 2 ECTS from Academic Essay Writing, and 2 ECTS from Qualitative and Quantitative Data Analysis.

Already in the 1st year, they have registered for 13 Compulsory courses corresponding to 52 ECTS, 1 Compulsory Practical Training course corresponding to 6 ECTS, and the Information Literacy course corresponding to 2 ECTS. In the 2nd year, they have registered for the Compulsory Practical Training course corresponding to 6 ECTS, 7 Compulsory courses corresponding to 28 ECTS, 6 elective courses corresponding to 24 ECTS, and the proficiency course in the Foreign Language, which corresponds to 2 ECTS. In the 3rd year, they have registered for the Compulsory Practical Training course corresponding to 6 ECTS, 3 Compulsory courses corresponding to 12 ECTS, 10 elective courses corresponding to 40 ECTS, and the proficiency course in Academic Essay Writing, which corresponds to 2 ECTS. In the 4th year, they will attend the 2 Compulsory Practical Training courses provided in the new curriculum, 8 elective courses from those offered in the new curriculum or 5 elective courses from the new curriculum and a Thesis.

For students admitted during the academic year 2020-2021 and earlier:

For students who have exceeded four years of study, the curriculum in effect at the time of their admission applies. If courses were registered that do not exist in the new curriculum, their replacement by courses in the new curriculum will be considered on a case-by-case basis.

## 2.9 CALENDAR OF ACADEMIC YEAR 2024-2025 - VACATIONS & NATIONAL HOLIDAYS

### A. CALENDAR OF ACADEMIC YEAR 2023-24

	Beginning	End
Winter term	30/09/2024	17/01/2025
Winter term examination period	20/01/2025	07/02/2025
Spring term courses	10/02/2025	30/05/2025
Spring term examination period	02/06/2025	20/06/2025

### B. VACATIONS

	Beginning	End
Christmas holidays	24/12/2024	7/1/2025
Carnival holiday <i>from Thursday in Cheesefare week till Tuesday after Whit Monday</i>	03/03/2025	04/03/2025
Easter holidays <i>The Holy week and the Easter Octave</i>	14/4/2025	27/4/2025
Summer vacations <i>each year the Senate decides on the exact duration of the summer holidays, considering the particularities and needs arising from the events of each academic year</i>	July – August	

### C. NATIONAL HOLIDAYS

26 <sup>th</sup> & 28 <sup>th</sup> October
17 <sup>th</sup> November
30 <sup>th</sup> January
25 <sup>th</sup> March
1 <sup>st</sup> May
9 <sup>th</sup> June (Pentecost)

### 3. UNDERGRADUATE COURSES PER SEMESTER OF STUDIES

#### 3.1 LIST OF COURSES TAUGHT IN THE ACADEMIC YEAR 2024-2025

1 <sup>ST</sup> SEMESTER			
Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ1	Introduction to Pedagogy (Tourtouras)	5	
ΥΠΜ1	Psychology and School (Bibou)	5	
ΥΠΜ2	Sociology of Education (Kougioumoutzaki)	5	
ΥΠΜ3	The philosophical foundation of education (Pavlidis)		5
ΥΠΜ4	Inclusive education (Karagianni)		5
ΥΠΜ5	Research methods in education (Christodoulou) (Workshop Kouimtzi)		5
ΥΠΜ6	History of modern Greek education (Betsas)	5	
ΥΠΜ7	Environmental education - education for sustainability (Malandrakis)	5	5
ΥΠΜ8	Pedagogy, ICT (information and communication technology) and instructional design (Drenoyanni) (Workshop Primerakis)		5
ΥΠΜ10	Antiracist, antisexist and intercultural education (Zachos)	5	
ΕΠΠΓ	Information Literacy, and Academic Essay Writing (Workshop Kouimtzi-Bougatzeli)	3	
ΕΠΞΓ	Foreign Language (Zafeiri)	2	
<b>Total</b>		<b>35</b>	<b>25</b>

**2<sup>ND</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ1	Introduction to Pedagogy (Tourtouras)		5
ΥΠΜ1	Psychology and School (Bibou)		5
ΥΠΜ2	Sociology of Education (Kougioumoutzaki)		5
ΥΠΜ3	The philosophical foundation of education (Pavlidis)	5	
ΥΠΜ4	Inclusive education (Karagianni)	5	
ΥΠΜ5	Research methods in education (Christodoulou) (Workshop Kouimtzi)	5	
ΥΠΜ6	History of modern Greek education (Betsas)		5
ΥΠΜ8	Pedagogy, ICT (information and communication technology) and instructional design (Drenoyanni) (Workshop Primerakis)	5	
ΥΠΜ9	Educational policy and educational reform in modern Greece (Charalampous)	5	5
ΥΠΜ10	Antiracist, antisexist and intercultural education (Zachos)		5
ΕΠΠΓ	Information Literacy, and Academic Essay Writing (Workshop Kouimtzi-Bougatzeli)		3
ΕΠΞΓ	Foreign Language (Zafeiri)		2
<b>Total</b>		<b>25</b>	<b>35</b>

**3<sup>RD</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ2	Pedagogy: practice at school (Zmas)	10	
ΥΠΜ12	Art in Education (Ioannidou)	5	
ΥΠΜ13	Science education for citizenship (Seroglou)		5
ΥΠΜ14	Teaching literature: basic concepts and practices (Goulis) (Workshop Kefalidou)	5	
ΥΠΜ15	Didactic of mathematics: contemporary aspects and utilisation of teaching resources (Papadopoulos)		5
ΥΠΜ16	Teaching History (Betsas)		5
ΥΠΜ17	Teaching geography (Lambrinos)	5	
	Elective Course	5	5
	Elective Course		5
	<b>Total</b>	<b>30</b>	<b>30</b>

Elective courses of 3 <sup>rd</sup> Semester		
Courses		ECTS
ΕΠΜ2	Knowledge issues of education (Pavlidis)	5
ΕΠΜ5	The individual and society from a sociological perspective (Kougioumtzaki)	5
ΕΠΜ8	Sources in History of Education (Betsas)	5
ΕΠΜ12	Modern Greek as a second/additional language: Fundamentals of language learning and teaching (Kantzou)	5
ΕΠΜ14	Mental health and schools (Bibou) (Workshop Kouimtzi)	5
ΕΠΜ60	Didactics of Physics (Gkiolmas)	5
ΕΠΜ61	Physics for primary school Educators (Giolmas) (Workshop Primerakis)	5
ΕΠΜ94	Music pedagogy I : Music theory in praxis (Androutsos)	5
ΕΠΜ95	Disability and education (Karagianni)	5
ΕΠΜ96	Epistemological and methodological issues of education and educational sciences (Bonidis)	5
ΕΠΜ100	Designing, developing and using educational materials (Drenoyanni)	5
ΕΠΜ2	Knowledge issues of education (Pavlidis)	5

**4<sup>TH</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ2	Pedagogy: practice at school (Zmas)		10
ΥΠΜ11	Language and New Literacies at school (Papademetriou) (Workshop Bougatzeli)	5	5
ΥΠΜ12	Art in Education (Ioannidou)		5
ΥΠΜ13	Science education for citizenship (Seroglou)	5	
ΥΠΜ14	Teaching literature: basic concepts and practices (Apostolidou) (Workshop Kefalidou)		5
ΥΠΜ15	Didactic of mathematics: contemporary aspects and utilisation of teaching resources (Papadopoulos)	5	
ΥΠΜ16	Teaching History (Betsas)	5	
ΥΠΜ17	Teaching geography (Lambrinos)		5
	Elective Course	5	5
	Elective Course	5	
	<b>Total</b>	<b>30</b>	<b>35</b>

Elective courses of 4 <sup>th</sup> Semester		
Courses		ECTS
ΕΠΜ1	Social Psychology and Education (Marvakis)	5
ΕΠΜ10	Psychology of learning (Marvakis)	5
ΕΠΜ11	History of Modern Greek Literature (Apostolidou)	5
ΕΠΜ15	Sociology of childhood (Kougioumoutzaki)	5
ΕΠΜ16	Philosophy of education (Pavlidis)	5
ΕΠΜ18	Bilingualism and Education (Kantzou)	5
ΕΠΜ19	Contemporary approaches to children's literature (Goulis)	5
ΕΠΜ23	Language development (Kantzou)	5
ΕΠΜ24	Contemporary pedagogical movements and ideas (Betsas)	5
ΕΠΜ28	Psychological identities and media (Bibou)	5
ΕΠΜ62	The experiment and its role for physics at primary education (Giolmas)	5
ΕΠΜ63	Digital Technologies and Educational Robotics in physics education (Giolmas) (Workshop Primerakis)	5
ΕΠΜ97	Critical and post-critical peace education (Bonidis)	5
ΕΠΜ102	Digital literacy (Drenogianni)	5
ΕΠΜ103	Intercultural education for social justice (Zaxos)	5
ΕΠΜ104	Music pedagogy II: Singing in primary school (Androutsos)	5

**5<sup>TH</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ3	Issues of school pedagogy: The school institution, curricula, educational/teaching practices and teacher identities (with internship in a school) (Bonidis)	10	
ΥΠΜ18	Language teaching and psycholinguistics: Implication to practice (Aidinis) (Workshop Kefalidou)		5
ΥΠΜ19	Teaching mathematics: Basic theories and practices (Desli)		5
ΥΠΜ20	From Language Teaching to School Literacies: Classroom applications (Kostouli)		5
	Elective Course	5	5
	Elective Course	5	5
	Elective Course	5	5
	Elective Course	5	
<b>Total</b>		<b>30</b>	<b>30</b>

<b>Elective Courses of 5<sup>th</sup> Semester</b>		
Courses		ECTS
ΕΠΜ31	Portraits of childhood in books and on the screen (Goulis)	5
ΕΠΜ32	Special topics in teaching Modern Greek as an additional language (Kantzou)	5
ΕΠΜ34	Theory of literature and educational practice (Alexiou)	5
ΕΠΜ35	Literature and society in interwars Greece (Alexiou)	5
ΕΠΜ38	Developing critical text understanding: Teaching practices (Kostouli)	5
ΕΠΜ68	Mathematics and the teaching of mathematics (Papadopoulos)	5
ΕΠΜ69	Sciences and culture in education (Seroglou)	5
ΕΠΜ71	Physical geography and the Environment (Labrinos)	5
ΕΠΜ78	Issues of Environment and Sustainability (Malandrakis)	5
ΕΠΜ110	Comparative education (Zmas)	5
ΕΠΜ112	General pedagogical knowledge: Organisation and management of the school classroom (Zachos)	5
ΕΠΜ113	Quantitative data analysis (Christodoulou) (Workshop Kouimtzi)	5
ΕΠΜ114	Social exclusion and education (Tourtouras)	5
ΕΠΜ119	Teachers: Mission, role, and occupation (Liambas)	5

**6<sup>TH</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ3	Issues of school pedagogy: The school institution, curricula, educational/teaching practices and teacher identities (with internship in a school) (Bonidis)		10
ΥΠΜ18	Language teaching and psycholinguistics: Implication to practice (Aidinis) (Workshop Kefalidou)	5	
ΥΠΜ19	Teaching mathematics: Basic theories and practices (Desli)	5	
ΥΠΜ20	From Language Teaching to School Literacies: Classroom applications (Kostouli)	5	
	Elective Course	5	5
	Elective Course	5	5
	Elective Course	5	5
	Elective Course		5
	<b>Total</b>	<b>30</b>	<b>30</b>

Elective courses of 6 <sup>th</sup> Semester		
Courses		ECTS
ΕΠΜ42	Research on school textbooks (Charalampous)	5
ΕΠΜ43	Love of reading, children's literature and creative writing (Goulis)	5
ΕΠΜ47	Introduction to the theory of culture (Alexiou)	5
ΕΠΜ48	Analysing the genres of schooling (Kostouli)	5
ΕΠΜ50	History of citizenship education in Greece (Betsas)	5
ΕΠΜ101	Inclusive education and teaching practices (Karagianni)	5
ΕΠΜ120	School failure (Tourtouras)	5
ΕΠΜ121	Qualitative data analysis (Christodoulou)	5
ΕΠΜ123	International education (Zmas)	5
ΕΠΜ124	Visual arts as a means of multimodal reading inside and outside the museum (Ioannidou)	5
ΕΠΜ127	Critical pedagogy (Liambas)	5
ΕΠΜ128	Music pedagogy III: Introduction to music teaching methods (Androutsos)	5
ΕΠΜ75	Issues in didactic of mathematics: problem solving (Papadopoulos)	5
ΕΠΜ81	Science teaching (Seroglou)	5
ΕΠΜ82	Principles in geography (Lambrinos)	5



**7<sup>TH</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ4	Teaching preparation, conduct and evaluation: Pupil assessment and practice (Liambas)		10
ΥΠΜΠ5	Teaching preparation, conduct and evaluation: Pedagogical theories and practice (Gioti)		10
	Elective Course	5	5
	Elective Course	5	5
	Elective Course	5	
	Elective Course	5	
	Elective Course	5	
	Elective Course	5	
	<b>Total</b>	<b>30</b>	<b>30</b>

Elective courses of 7 <sup>th</sup> Semester		
Courses		ECTS
ΕΠΜ45	Spelling learning and teaching (Aidinis)	5
ΕΠΜ117	Critically reflective learning and teaching adults (Gioti) (Workshop Markou)	5
ΕΠΜ129	Visual arts and sustainable development in education (Ioannidou)	5
ΕΠΜ131	Interdisciplinary, cross-curricular and intercultural music applications in primary school (Androustos)	5
ΕΠΜ136	Physical education in primary education: interdisciplinary approaches (Papacharisis)	5
ΕΠΜ87	Issues in mathematics education: Teaching practices (Desli)	5
ΕΠΜ84	Digital applications for the primary school (Lambrinos, Seroglou) (Workshop Koulountzos)	5
ΕΠΜ88	Implementation of sustainability projects in primary school (Malandrakis)	5

**8<sup>TH</sup> SEMESTER**

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΠΜΠ4	Teaching preparation, conduct and evaluation: Pupil assessment and practice (Liambas)	10	
ΥΠΜΠ5	Teaching preparation, conduct and evaluation: Pedagogical theories and practice (Gioti)	10	
	Elective Course	5	5
	Elective Course	5	5
	Elective Course		5
	Elective Course		5
	Elective Course		5
	Elective Course		5
	<b>Total</b>	<b>30</b>	<b>30</b>

Elective courses of 8 <sup>th</sup> semester		
Courses		ECTS
ΕΠΜ53	Literacy in the First School Grades: Teaching Practices (Aidinis) (Workshop Xefteri)	5
ΕΠΜ58	Media literacy and teaching language: From theory to practice (Papademetriou) (Workshop: Bougatzeli)	5
ΕΠΜ59	Theoretical projections to the new Greek poetry (Alexiou)	5
ΕΠΜ125	Adult education: The formation of the field in Greece, the European Union and internationally (Gioti)	5
ΕΠΜ144	Swimming in elementary school (Papacharisis)	5
ΕΠΜ65	Development of mathematical reasoning in school age (Desli)	5

### Courses on Minority Education

	<b>Elective courses</b>	ECTS	All semesters
ΕΠΜΜ1	History of Minority Education (Tsioumis) <b>(Winter Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ2	Turkish Language I <b>(Spring Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ3	Turkish Language and Literature <b>(Spring Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ4	Minority educational policy and management of multiculturalism in Thrace <b>(Spring Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ8	Turkish Language Learning <b>(Spring Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ9	Turkish Language II <b>(Spring Semester)</b>	5	1st-8 <sup>th</sup>
ΕΠΜΜ12	Islam and Education (Tsirevelos) (Winter Semester)	5	1st-8 <sup>th</sup>

### **Laboratory courses ΕΔΙΠ**

During the academic year 2024-25 laboratory courses will be offered by the lab teaching personnel, as follows:

Sofia Kefalidou

ΥΡΜ14 Teaching literature: basic concepts and practices

ΥΡΜ18 Language teaching and psycholinguistics: Implication to practice

Eleni Maria Kouimtzi

ΥΡΜ5 Research methods in education

ΕΡΜ14 Mental health and schools

ΕΡΜ113 Quantitative data analysis

Eleni Xefteri

ΥΕΜΠ1 Literacy acquisition in primary grades: teaching practices

Giorgos Primerakis

ΥΡΜ8 Pedagogy, ICT (Information and communication technology) and instructional design

ΕΡΜ61 Physics for primary school Educators

ΕΡΜ63 Digital Technologies and Educational Robotics in physics education

Eva Bougatzeli

ΥΡΜ11 Language and New Literacies at school

ΕΡΜ58 Media literacy and teaching language: From theory to practice

Demetra Markou

ΕΡΜ117 Critically reflective learning and teaching adults

Vasilis Koulountzos

ΕΡΜ84 Digital applications for the primary school

ΥΡΜ13 Science education for citizenship (Seroglou)

It is a task that requires that those who commit themselves to teaching develop a certain love, not only of others, but also of the very process implied in teaching. It is impossible to teach without the courage to love, without the courage to try a thousand times before giving up ...

Paulo Freire



## 4. DETAILED COURSE DESCRIPTION

### 4.1 COMPULSORY PRACTICUM COURSES

ΥΠΜΠ1

ΥΠΜΠ1

#### GENERAL INFO

<b>FACULTY</b>	Education		
<b>SCHOOL</b>	Primary Education		
<b>CYCLE</b>	Undergraduate		
<b>COURSE CODE</b>	ΥΠΜΠ1	<b>SEMESTER</b>	A' & B'
<b>COURSE TITLE</b>	INTRODUCTION TO PEDAGOGY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=7998">https://elearning.auth.gr/course/view.php?id=7998</a>		

#### LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Male and female students should:</p> <ul style="list-style-type: none"> <li>be introduced to the science of Pedagogy</li> <li>learn its research methods</li> <li>be familiar with the key concepts</li> <li>be informed about the basic theories</li> <li>analyze issues by observing everyday real teaching procedures</li> </ul>
<b>General competences</b>
<p>Apply knowledge in practice</p> <p>Retrieve, analyze and synthesize data and information, with the use of necessary technologies</p> <p>Adapt to new situations</p> <p>Make decisions</p> <p>Work autonomously</p> <p>Work in teams</p> <p>Generate new research ideas</p> <p>Design and manage projects</p> <p>Appreciate diversity and multiculturality</p> <p>Demonstrate social, professional and ethical commitment and sensitivity to gender issues</p> <p>Be critical and self-critical</p> <p>Advance free, creative and causative thinking</p>

#### COURSE CONTENT/SYLLABUS

The lesson includes an introduction to the objects, concepts, methods and basic issues of Pedagogy. Focusing on a specific problem of current educational interest each time, ways of exploring it and dealing with it from a pedagogical perspective are presented. In this framework, the most significant pedagogical theories and their similarities and differences are identified. Furthermore, the students have to observe the didactic process in Greek elementary public schools.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	50
	Field Work	40
	Reading Assignment	30
	Written Assignments	30
		<b>150</b>
<b>STUDENT ASSESMENT</b>	Students' assessment is realized by written exams at the end of the semester. In this framework, the students are called answer certain questions referred to a specific text which is delivered during the examination procedure. Their arguments should be based on the basic knowledge and the pedagogical principles that have been discussed extensively during the lectures and are Included in the main textbook that is distributed. This way, the real level of knowledge acquisition regarding the main principles of the Science of Pedagogy is detected, as well as the critical ability to pose and argumentation on daily issues of school practice. At the same time, sterile memorization and a mechanistic reproduction of a big mass of non-elaborated information are avoided. Their experiences and perceptions from the school teaching observations are also being developed.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Aubrey, K. & Riley, Al. (2020) (Επιμ.: Β. Μητροπούλου & Χρ. Τουρτούρας). Κατανοώντας και Αξιοποιώντας Παιδαγωγικά Προκλητικές Θεωρίες. Θεσσαλονίκη: Τζιόλα.

Παπαμαύρος, Μ. (1961). Σύστημα Νέας Παιδαγωγικής. Αθήνα: αυτοέκδοση.

Λάχλου, Σ., Μπαλτάς, Χ., & Καρακατσάνη, Δ. (Επιμ.) (2017). Celestin Freinet. Θεσμική και κριτική παιδαγωγική. Για ένα ελεύθερο, ανοιχτό και συνεργατικό σχολείο. Αθήνα: Οι εκδόσεις των συναδέλφων.

- Houssaye, J. (2000) (Επιμέλεια). Δεκαπέντε παιδαγωγοί. Σταθμοί στην ιστορία της παιδαγωγικής σκέψης. Αθήνα: Μεταίχιμο.
- Δανασσής-Αφεντάκης, Κ. Αντ. (1980). Εισαγωγή στην Παιδαγωγική. Τ. Β'. Η εξέλιξη της Παιδαγωγικής και Διδακτικής σκέψης (17ος - 20ός αι.). Αθήνα.
- Kron, W. Fr. (2012) (Επιμ.: Αλ. Σοφός). Βασικές γνώσεις Παιδαγωγικής Επιστήμης. Αθήνα: Ίων. Φούκας, Α. Β. (2014). Η παιδαγωγική θεωρία και επιστήμη στην Ελλάδα. 18ος και 19ος αιώνας. Βασικοί εκπρόσωποι-αντιπροσωπευτικά κείμενα. Θεσσαλονίκη: Δέσποινα Κυριακίδη.
- Mialaret, G. (2011) (Επιμ.: Π. Καλογιαννάκη & Κ. Καρράς). Περί παιδαγωγικής και εκπαίδευσης. Αθήνα: Gutenberg.
- Σατώ, Ζ. (Επιμέλεια) (χ. χρ.). Οι μεγάλοι Παιδαγωγοί. Από τον Πλάτωνα και τον Σωκράτη ως τον Τζων Ντιούι και τη Μαρία Μοντεσσόρι. Αθήνα: Γλάρος.
- Ξωχέλλης, Δ. Π. (2005). Εισαγωγή στην Παιδαγωγική. Θεμελιώδη προβλήματα της Παιδαγωγικής Επιστήμης. Θεσσαλονίκη: Αφοί Κυριακίδη Α.Ε.
- Τσιάκαλος, Γ. (2008). Η υπόσχεση της Παιδαγωγικής. Θεσσαλονίκη: Επίκεντρο.
- Χατζηδήμου, Χρ. Δ. (2010). Εισαγωγή στην Παιδαγωγική. Συμβολή στη διάχυση της παιδαγωγικής σκέψης. Θεσσαλονίκη: Αφοί Κυριακίδη Α.Ε.
- Καρράς, Γ.Κ. (2014). Η παιδαγωγική επιστήμη άλλοτε και τώρα. Ιστορία-Μεταβάσεις-Προκλήσεις. Αθήνα: Gutenberg.
- Πασιάς, Γ., Φλουρής, Γ., & Φωτεινός, Δ. (2015). Παιδαγωγική & Εκπαίδευση. Αθήνα: Γρηγόρη.
- Πυργιωτάκης, Ε. Ι. (2011). "Εισαγωγή στην Παιδαγωγική Επιστήμη". Αθήνα: Πεδίο.



**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜΠ2	<b>SEMESTER</b>	3 <sup>rd</sup> & 4 <sup>th</sup>
<b>COURSE TITLE</b>	PEDAGOGY: PRACTICE AT SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	10	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10987">https://elearning.auth.gr/course/view.php?id=10987</a>		

**LEARNING OUTCOMES****Learning outcomes**

The course aims to examine theoretically as well as practically basic terms and concepts, which are in relation with teaching issues. Upon successful completion of this course, the students will be able to:

- 1) Identify basic concepts and terms of teaching theories and practices.
- 2) Apply various methods in order to investigate teaching processes and their structure.
- 3) Distinguish the different approaches, methods and evaluations of teaching.

**General competences**

Apply knowledge in practice  
 Adapt to new situations  
 Make decisions  
 Work autonomously  
 Work in teams  
 Appreciate diversity and multiculturality  
 Be critical and self-critical  
 Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

The course structure is the following:

Unit 1: Historical phases in theory and practice of teaching. Discussion and analysis of basic terms and principles of teaching and learning. Purpose of teaching and syllabus.

Unit 2: Teaching methods. Material of teaching. Description, elaboration and analysis of teaching activities. Collection and analysis of research data in the classroom.

Unit 3: Basic concepts and processes of teaching planning. Phases and principles of teaching.

Unit 4: Evaluation of teaching.

Organization - Methodology:

1. The course includes lectures and discussions in order to familiarize students with teaching issues. The course encourages the collaboration of students. The latter elaborate research data during their internships in order to design implement and evaluate teaching processes. The crucial goal of the course is that students ought to develop skills and competencies in order to take conscious decisions, to design effectively their teaching and to choose appropriate materials for the implementation and evaluation of teaching processes.
2. Students join groups and observe lessons in primary schools for four days.
3. Students prepare plans for teaching and learning. They implement their plans in the classroom, where they had previously observed various lessons.
4. Students teach New Greek Language and Maths. They organize their teaching according to: (a) the theories that they have studied during the course, (b) the subject that they have to teach, and (c) the personal characteristics of their pupils as well as the learning framework of the classroom.
5. The duration of the students' internships depends on the availability of material and human resources.

### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to Face, group tutorial meetings	
<b>USE OF ICT</b>	Use of ICT in course teaching, in communication with students and in student assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory Work	74
	Reading Assignment	40
	Tutorial	15
	Internship	55
	Written assignment	25
	Exams	13
	<b>Total</b>	<b>300</b>
<b>STUDENT ASSESMENT</b>	<p>The instructor presents the criteria, the types and the techniques of the student assessment during the first lecture. Evaluation is formative and conclusive.</p> <p>Regarding the formative evaluation:</p> <p>a) Students have to discuss critically issues regarding their internship. The instructor announces the topics of the discussions during the lectures and digitally on the course's website (platform: elearning.auth.gr).</p> <p>b) Students have to write a report. The latter includes data that students have collected during: 1) their attendance in the classrooms, 2) their effort to design and implement teaching plans, and 3) their self-evaluation regarding their teaching skills.</p> <p>Regarding the conclusive evaluation students have to take a written exam at the end of the course. This final exam offers students the opportunity for a holistic overview of the course. It is expected that students will be able to analyze critically issues they have studied within the course and during their internship. This final</p>	

exam is an open book exam. Students have to solve a problem or to answer to open questions. The answers should be distinguished by logical coherence, scientific consistency and accuracy.

## SUGGESTED READING LIST/ BIBLIOGRAPHY

### Course bibliogrphay (Eudoxus)

Καψάλης, Α. Γ. & Νημά, Ε. Α. (2015<sup>3</sup>). *Σύγχρονη Διδακτική*. Θεσσαλονίκη: Αφοί Κυριακίδη.

### Additional bibliography for study

Bloom, B. S. & Krathwohl, D. R. (2000). *Ταξινομία διδαχτικών στόχων. Τόμος Α΄: Γνωστικός τομέας* (μετάφρ. Α. Λαμπράκη-Παγανού). Θεσσαλονίκη: Κώδικας.

Joyce, B., Weil, M. & Calhoun, E. (2009). *Διδακτική μεθοδολογία - Διδακτικά μοντέλα* (επιμ. Κ. Κασσιμάτη). Αθήνα: Έλλην.

Kalantzis, M. & Cope, B. (2013). *Νέα μάθηση. Βασικές αρχές για την επιστήμη της εκπαίδευσης* (μετάφρ. Γ. Χρηστίδης). Αθήνα: Κριτική.

Κασσωτάκης, Μ. & Φλουρής, Γ. (2013<sup>4</sup>). *Μάθηση και διδασκαλία. Σύγχρονες απόψεις για τις διαδικασίες της μάθησης και της μεθοδολογίας της διδασκαλίας*. Αθήνα: Γρηγόρης.

Κοσσυβάκη, Φ. (2006). *Εναλλακτική διδακτική. Προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου*. Αθήνα: Gutenberg.

Ματσαγγούρας, Η. (2006<sup>2</sup>). *Θεωρία και πράξη της διδασκαλίας. Τόμος Α΄: Θεωρία της διδασκαλίας - Η προσωπική θεωρία ως πλαίσιο στοχαστικο-κριτικής ανάλυσης*. Αθήνα: Gutenberg.

Ματσαγγούρας, Η. (2005<sup>5</sup>). *Θεωρία και πράξη της διδασκαλίας. Τόμος Β΄: Στρατηγικές διδασκαλίας - Η κριτική σκέψη στη διδακτική πράξη*. Αθήνα: Gutenberg.

Πηγιάκη, Π. (2010<sup>8</sup>). *Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας. Διδακτική μεθοδολογία*. Αθήνα: Γρηγόρης.

SerraGoethals, M., Howard, R. A. & Sanders, M. M. (2013). *Ο αρχάριος εκπαιδευτικός ενώπιον της διδασκαλίας: Μια δοκιμή προσέγγισης στην αναστοχαστική πράξη* (μετάφρ. Α. Αργυροπούλου & Ρ. Ευριπίδου). Θεσσαλονίκη: Da Vinci.

Φρυδάκη, Ε. (2009). *Η διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης*. Αθήνα: Κριτική.

## ΥΠΜΠ3

## GENERAL INFO

<b>FACULTY</b>	Pedagogy		
<b>SCHOOL</b>	Pedagogy of Primary Education		
<b>CYCLE</b>	1 <sup>st</sup> /Undergraduate		
<b>COURSE CODE</b>	ΥΠΜΠ3	<b>SEMESTER</b>	5 and 6
<b>COURSE TITLE</b>	ISSUES OF SCHOOL PEDAGOGY: THE SCHOOL INSTITUTION, CURRICULA, EDUCATIONAL/TEACHING PRACTICES AND TEACHER IDENTITIES (with internship in a school)		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	5	10	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The objects of the course are:</p> <ol style="list-style-type: none"> <li>on a theoretical level, the pedagogical discourses of the "hermeneutical", the "empirical-behavioural", the "pragmatic-constructivist", the "reconstructive-critical" and the "postmodernist" school, with emphasis on knowledge-theory and the practices and technologies of the five "discourses" of the school (models, curriculum design/development and analysis, textbook, printed and digital materials, ICT, design, methodology and evaluation of the educational process, extra-curricular activities, school space and time, relationships between participants/participants).</li> <li>internship in a primary school</li> </ol> <p>The students</p> <ol style="list-style-type: none"> <li>At a theoretical level, they will become able of: <ul style="list-style-type: none"> <li>understand the basic thematic choices, concepts and scope of School Pedagogy and define it epistemologically</li> <li>define the terms "internal" and "external" education reform, education system, school administration, curriculum, teaching, learning, educational assessment, extracurricular activities, etc.</li> <li>know the individual discourses of the school and their historical background</li> <li>take a critical approach to the relationship between school, nation-state-society, politics and economy</li> <li>identify the school's fields of research and know their research methodological approaches</li> <li>understand the individual "school models", the academic-Scholar, the "empirical-behavioural" model of social effectiveness, the "pragmatic-constructivist child-centred, the "reconstructivist-critical" and the "postmodern" models, and their individual</li> </ul> </li> </ol>

dimensions (theory of education, space-time, curriculum model, educational process, teachers' and students' identities)

2. In their internship in a school they will become able to:

- conduct ethnographic research in a school as a group
- recognise the hybridity of the discourse of the Greek school
- observe and analyse teachings
- analyse the teaching identities of teachers
- design curricula on paper at micro level
- analyse pilot textbooks and educational ICT or produce educational material
- reflect on and self-explain their own teaching identities
- teach primary school subjects.

### **General competences**

- Putting knowledge into practice
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Autonomous work
- Teamwork
- Project planning and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

## **COURSE CONTENT/SYLLABUS**

### **Study and research topics, timetable**

#### **PART 1: THEORETICAL COURSE**

Introduction to School Pedagogy: Scientific definition, subject matter, thematic concepts, discourses, fields of relevant school research and methodological 'paradigms'. The Intellectual history of schooling, the educational system and educational reform (1st course).

Theme one: the "academic-scholar" school

A) The conceptual and the realist theory of education. B) The birth of the modern school, the "academic-school" and its evolution. C) Space, time, practices and technologies in the academic-scholar school. Academic curriculum theory (the content curriculum as a model of curriculum design, arrangement of teaching and learning contents, the role of the textbook, the educational process and traditional teaching practice, forms and methods of teaching, the course of teaching, the examination of the student). D) Discourse analysis of texts of the "academic-scholar" school (2nd course).

Theme Two: The "empirical-behavioural" school of social effectiveness

A) Behaviourism and Empirical Pedagogy. The theory of social effectiveness of the curriculum. B) Space, time, practices and technologies of the "empirical-behavioral" school: The "goals and objectives" curriculum as a model for curriculum design: 1) Goals and objectives. Taxonomies of teaching objectives. 2) Content of teaching and learning; 3) Methodology of teaching: The behavioral teaching model. The differentiation of school work. 4) Teaching machines and the

computer in the educational process. 5) "Objective" evaluation of school performance. C) Discourse analysis of "empirical-behavioral" school texts (3rd and 4th course).

Theme three: the "pragmatic-constructive child-centred school

A) Constructivism and Constructivist Pedagogy. Educational pragmatism and the child-centred curriculum theory B) Space, time, practices and technologies of the "pragmatic-constructivist" school: The constructivist process curriculum as a model for curriculum design: 1) The integrated curriculum: interdisciplinary and "subject-centered/interdisciplinary" curricula. 2) Choice of subjects. Sources and means of learning; 3) Reflective and exploratory/experiential learning process; 4) Multiliteracies; 5) Authentic evaluation. C) Discourse analysis of texts of the "pragmatic-constructivist" school (5th, 6th and 7th courses).

Theme four: the "reconstructive-critical" school

A) Critical theories, reconstructive theory of the curriculum. Critical pedagogy. B) Space, time, practices and technologies of the "reconstructive-critical" school: The critical process curriculum as a model of curriculum design: 1) Origins and development of the critical curriculum. 2) Selection of learning contents, 3) Critical reflective educational process. 4) Critical literacies. 5) Authentic evaluation aimed at reflection and empowerment. C) Educational emancipatory action research and democratization of educational practices. D) Discourse analysis of "reconstructive-critical" school texts (8th, 9th and 10th courses).

Theme five: the "postmodernist school:

A) Postmodernity, poststructuralism, deconstruction, constructivism, discourse, Deconstructive Pedagogy, Modernist Education. B) Space, time, deconstructive practices and technologies of the 'postmodernist' school. Process curricula, pluralism and multiple narratives, linking phenomena and the analysis of their meaning, literacies, cyberspace, the use of dialogue, student-teacher interaction, self-managed learning, reflection, authentic evaluation (11th and 12th courses).

Summary and evaluation of the course by the students (13th course)

#### **PART B: INTERNSHIP IN A SCHOOL**

The Internship curriculum is developed in **13 weeks** at the University (**compulsory workshop** every Wednesday) and in primary schools (**compulsory one day per week**).

The internship in a school starts from the third week of the semester. No one is interned in a school if they have not previously participated in the University workshop.

The school-based internship curriculum is developed in a research-based way for eight weeks using the "project" method and is as follows:

##### **A. Prior theoretical briefing in the first three weeks at the University**

1. Information about the Department's Internship program
2. Detailed information on the Internship curriculum - Assignment to research groups that will develop two projects on the following topics:
  - i. Organisation, administration and internal functioning of the Greek school
  - ii. The subjectivity of primary school "teacher"
3. Distribution of students in the associated schools
4. Information on the Greek educational system and the administration of the Greek school by a primary education official.
5. Briefing on the development of the two research projects by student teams in school on days and times to be agreed with the school liaison, and outside school.

**B. Students, alongside their theoretical training in the above course, visit a primary school for 9 days, in order to approach the school in a synchronic, longitudinal and comparative way as**

potential teachers-researchers of the two above-mentioned issues, to critically reflect and self-reflect on them and their professional identity.

### First project

During the development of the first project, for 25 hours they carry out a "case study" in the school, in which, with the methodological tools of interviews, discussion groups, observation, historical and comparative research, art and the journal of reflection and self-reflection, they investigate and learn about:

1. the school as an organisation and as an institution, its governing bodies and their responsibilities: the school as an economic organisation and as a bureaucratic mechanism
2. the history of the school and its connection with society
3. the school and teaching space and its material and technical infrastructure
4. the internal functioning of the school - the school as a community of social interaction and learning - teachers, students, parents.

### Curriculum

**Day 1:** Interview with the headmistress/headmaster and deputy headmistress/headmaster regarding: 1. The school as an organisation and as an institution- the governing bodies and their responsibilities: The organisational chart of the education, administration, headmistress/principal (qualifications, selection criteria, remuneration, relations with the superior authority, parallel activities, etc.), deputy headmistress/sub-headmistress, teachers' association, school council, school committee, opening hours, operating rules, etc.2. Finally, they write the 'diary' of a headmistress or headmaster (recording all the activities of a day from the beginning to the end of the working day).

**Day 2:** The school as a community: Interviews with the headmistress/headmaster and deputy headmistress/headmaster regarding the number of students, the number of students per class, their socio-economic background, the number of teachers by subject and gender, the ratio of teachers to students, the students Communities, the Parents' Association, the relationship between teachers and students, parents, administration, school culture, etc.etc.

**Day 3:** PTA, student and clubs: 1. Interview with a representative of the PTA, on their role and work. 2. Discussion group with participants and participants in clubs, competitions, etc.

**Day 4:** History of this school and its connection with the society - the school and teaching space and infrastructure:

Interview with a teacher about the school's work, its relationship with society and its potential problems: "tour" and observation of the school's premises, recording of its material and technical infrastructure (laboratories, gym, library, etc.) and its quality.

**Day 5:** Teachers and students: Interviews with teachers of different disciplines and students of the school on the subject of their relations with each other, their views on the Greek school, the standards of teaching and their ideology, teaching, curricula developed in the school, extra-curricular activities, the in-school and out-of-school training of teachers and their work in general.

### Second project

In developing the second project, two days approach the teacher as subjectivity and the teaching of the lessons; pedagogical resources and pedagogical practices, synchronic, diachronic and comparative, through interview, observation, life narratives, historical studies, art, etc. and the diary of reflection and self-reflection

**Day 6:** The teacher interview with a teacher on her/his studies, expectations from the profession, feedback from the profession, training, preparation for teaching, teaching itself,

students, evaluation, relationships and school climate, evaluation of her/his profession, etc. Observation of the teacher's actions inside and outside the classroom.

**Day 7:** Instruction-pedagogical resources and pedagogical practices: Analysis of curricula, textbooks, T.P.E. and other educational materials used by the teacher with whom they work. Socio-semiotic analysis of teaching space and time: observation of the 'classroom', pedagogical interaction, space configuration, teaching methods and differentiation, time management, multiculturalism.

**B. TEACHING AT SCHOOL**

**Days 8 and 9:** Design of teaching scenarios, production of teaching materials and autonomous teaching.

**Day 10:** "Fishbowl discussion" between students, teacher liaison and mentors with the aim of critical reflection on the above and self-reflection.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in the teaching of the course (power point, prezi, internet, e-learning, lecturer's website), video-documentary, cinema	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Laboratory Exercise	13
	Seminars	15
	Field Exercise	13
	internship in a school	80
	Preparation of a study (project)	40
	Writing work / papers	40
	Authentic evaluation portfolio	60
	<b>Total Course</b>	<b>300</b>
<b>STUDENT ASSESSMENT</b>	Assessment is continuous (workshops, progress) and authentic (Portfolio). Students observe and write their own reflective and self-reflective diary and hand in their Internship portfolio.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Αντωνίου, Φ. (2016) Η ενοποίηση της γνώσης στο σύγχρονο ελληνικό γυμνάσιο: μελέτη των προδιαγραφών των "φιλολογικών" μαθημάτων και της εκπαιδευτικής πράξης. (Αδημοσίευτη διδακτορική διατριβή). Τμήμα Φιλοσοφίας και Παιδαγωγικής, Φιλοσοφική Σχολή, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Θεσσαλονίκη.



- Αντωνίου, Φ. (2022) Η ενοποίηση της γνώσης στα προγράμματα σπουδών της Φινλανδίας, Φιλολόγος, τ. 184 Μάιος- Αύγουστος, 2022, σ. 152-162
- Βρεττός, Ι. & Καψάλης, Α. (2009) Αναλυτικά Προγράμματα. Θεωρία, Έρευνα και Πράξη. Αθήνα: Ελληνικά Γράμματα.
- Γρόλλιος, Γ. (2005) Ο Paulo Freire και το Αναλυτικό Πρόγραμμα. Θεσσαλονίκη: Βάνιας.
- Γρόλλιος, Γ. (2011) Προοδευτική Εκπαίδευση και Αναλυτικό Πρόγραμμα. Θεσσαλονίκη: Επίκεντρο
- Καψάλης, Α., Χαραλάμπους Δ. (2008) Σχολικά εγχειρίδια: Θεσμική εξέλιξη και σύγχρονη προβληματική. Αθήνα: Μεταίχιμο.
- Μπαγάκης, Γ. (επιμ.)(2004) Ο εκπαιδευτικός και το αναλυτικό πρόγραμμα. Αθήνα: Μεταίχιμο.
- Μπονίδης, Κ. (2004) Το περιεχόμενο του σχολικού βιβλίου ως αντικείμενο έρευνας: διαχρονική εξέταση της σχετικής έρευνας και μεθοδολογικές προσεγγίσεις, Αθήνα: Μεταίχιμο.
- Μπονίδης, Κ. (2005) Η αξιολόγηση των σχολικών βιβλίων: διαδικασία και κριτήρια αξιολόγησης. Στο: Βέικου, Χ. (επιμ.) Διδακτικό βιβλίο και εκπαιδευτικό υλικό στο σχολείο: Προβληματισμοί, δυνατότητες, προοπτικές (Πρακτικά συνεδρίου που οργάνωσε το Παιδαγωγικό Ινστιτούτο: Θεσσαλονίκη 17-19 Φεβρουαρίου 2005), Ζήτη, Θεσσαλονίκη, σ. 106-119
- Μπονίδης, Κ. (2009) Κριτικές μεθοδολογικές προσεγγίσεις στην έρευνα των σχολικών βιβλίων: θεωρητικές παραδοχές και παραδείγματα ανάλυσης. Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση, 13, σ. 86-122
- Μπονίδης, Κ. (2012) Προδιαγραφές της Εκπαιδευτικής Διαδικασίας: Θεωρία και Πράξη. Θεσσαλονίκη: Γράφημα.
- Μπονίδης, Κ. (2016) Η Έρευνα και η αξιολογική Έρευνα των σχολικών βιβλίων: Το πεδίο, οι διαστάσεις και το μεθοδολογικό ζήτημα. Στο Α. Κουλουμπαρίτση (επιμ.) Το σχολικό βιβλίο: Σχεδιασμός-Εφαρμογή-Αξιολόγηση. Αθήνα: Γρηγόρης, 110-142.
- Μπονίδης, Κ. (2023) Τα προγράμματα σπουδών και το σχολικό βιβλίο στην Ελλάδα από το 1976 έως σήμερα: πρακτικές παραγωγής και αξιολόγησης, εκπαιδευτικές θεωρίες και πρότυπα. Στο Μαστραπάς, Α. (επιμ.) Πρακτικά συνεδρίου με θέμα: Αναζητώντας τη γνώση. Τα σχολικά εγχειρίδια στο Ελληνικό Κράτος (Αθήνα, 17 - 19 Δεκεμβρίου 2021). Αθήνα: ΙΕΠ, 32-59.
- Μπονίδης, Κ., Αντωνίου, Φ. (2019) Το εποικοδομητικό σχολικό μοντέλο και τα ενοποιημένα προγράμματα σπουδών. Ανέκδοτες διδακτικές σημειώσεις στο e-learning. Α.Π.Θ.
- Μπονίδης, Κ., Παπαδοπούλου, Α., Αντωνίου, Φ., Καραμπατζάκη, Χ., Κοντοβά, Μ., Μπουραντάς, Ό. (επιμ.)(2023) Έρευνα Προγραμμάτων Σπουδών και Σχολικών Βιβλίων (πρακτικά Συνεδρίου που οργάνωσε το ΚΕΑΣΒΕΠ (Θεσσαλονίκη 17-19.03.2017), 3 τόμοι. Θεσσαλονίκη: Γράφημα.
- Νούτσος, Μ. (1983) Διδακτικοί Στόχοι και Αναλυτικό Πρόγραμμα. Κριτική μιας Σύγχρονης Παιδαγωγικής Ιδεολογίας. Γιάννινα: Δωδώνη.
- Φλουρής, Γ. (2000) 7 Αναλυτικά Προγράμματα για μια Νέα Εποχή στην Εκπαίδευση. Αθήνα: Γρηγόρης.
- Φραγκουδάκη, Α., Δραγώνα, Θ (επιμ.) (1997) Τι είναι η πατρίδα μας; Εθνοκεντρισμός στην εκπαίδευση, Αλεξάνδρεια, Αθήνα
- Χατζηγεωργίου, Γ. (1998) Γνώθι το Curriculum. Γενικά και Ειδικά Θέματα Αναλυτικών Προγραμμάτων και Διδακτικής. Αθήνα : Ατραπός.

- Apple, M. (1986) Ιδεολογία και αναλυτικά προγράμματα (μτφρ. Τ. Δαρβέρη). Θεσσαλονίκη: Παρατηρητής.
- Apple, M. (2002) Εσυγχρονισμός και συντήρηση στην εκπαίδευση (μτφρ. Μ. Δεληγιάννη). Αθήνα: Μεταίχμιο.
- Bernstein, B. (1989) Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος (μτφρ. Ι. Σολομών). Αθήνα: Αλεξάνδρεια.
- Car, W. & Kemmis, S. (1997) Για μια κριτική εκπαιδευτική θεωρία: εκπαίδευση, γνώση και έρευνα δράσης (μτφρ. Α. Λαμπράκη-Παγανού, Ε. Μηλίγκου, Κ. Ροδιάδου-Αλμπάνη). Αθήνα: Κώδικας.
- Dewey, J. (1982) Το σχολείο που μ' αρέσει [The School and Society]. Αθήνα: Γλάρος.
- Freire, P. (1997) Η αγωγή του καταπιεζομένου. Αθήνα: Ράππας.
- Hollins, E.R. (2007) Ο πολιτισμός στη σχολική μάθηση (μτφρ. Δ. Λάμπρου). Αθήνα: Μεταίχμιο.
- Grundy, Sh. (2003) Αναλυτικό Πρόγραμμα: προϊόν ή πράξις (μτφρ. Ε. Γεωργιάδη). Αθήνα: Σαββάλας.
- Stenhouse, L. (2003) Εισαγωγή στην έρευνα και την ανάπτυξη του Αναλυτικού Προγράμματος (μτφ. Α. Τσάπελης). Αθήνα: Σαββάλας.
- Westphalen, K. (1982) Αναμόρφωση των Αναλυτικών Προγραμμάτων: εισαγωγή στη μεταρρύθμιση του curriculum (μτφρ. Ι. Πυργιωτάκης), Κυριακίδης, Θεσσαλονίκη
- Aggarwal, D. (2007) Curriculum development: Concept, methods, and techniques. New Delhi: Book Enclave.
- Apel, H.J., Sacher, W. (Hrsg.) (2007) Studienbuch Schulpädagogik. (UTB Erziehungswissenschaft, Schulpädagogik. Bad Heilbrunn: Klinkhardt.
- Appel, S. (2005) Handbuch Ganztagschule. Praxis, Konzepte, Handreichungen. Schwalbach: Wochenschau.
- Arnold, K.-H., Sandfuchs, U. & Wiedmann, J. (Hrsg.) (2006) Handbuch Unterricht. Bad Heilbrunn: Klinkhardt.
- Arora, G.L. (1984) Reflections on curriculum. New Delhi: NCERT.
- Becker, G. E. (2006) Lehrer lösen Konflikte. Ein Studien- und Übungsbuch. Weinheim: Beltz.
- Berliner, D. C. (2001) Learning about and learning from expert teachers. International Journal of Educational Research, 35, 463-482.
- Beyer, L., Apple, M. (1998) The curriculum. Problems, Politics, and Possibilities. New York: State University of New York Press.
- Bilbao, Purita P., Lucido, Paz I., Iringan, Tomasa C., and Javier, Rodrigo B. (2008) Curriculum Development. Quezon City: Lorimar Publishing.
- Bobbitt, J. F. (1918) The Curriculum. Boston: Houghton Mifflin.
- Bohl, T. (2006) Prüfen und Bewerten im Offenen Unterricht. Weinheim: Beltz.
- Bönsch, M. (2000) 3 Variable Lernwege. Ein Lehrbuch der Unterrichtsmethoden. Paderborn & München: Schöningh.
- Bönsch, M. (2006) Gesamtschule. Die Schule der Zukunft mit historischem Hintergrund. Grundlagen der Schulpädagogik, 54. Hohengehren: Schneider.
- Campbell, D., Harris, L. (2001) Collaborative theme building. How Teachers Write Integrated Curriculum. Boston: Allyn and Bacon.
- Boyle, B., & Charles, M. (2016) Curriculum development. New York: SAGE Publications
- Chikumbu, T.J., Makamure, R. (2000) Curriculum theory, design and assignment (Module 13). Canada: The Common wealth of Learning.

- Cortina, K.S., Baumert, J., Leschinsky, A., Mayer, K.U. & Trommer, L. (2008) Das Bildungswesen in der Bundesrepublik Deutschland. Hamburg: Rohwolt.
- Dewey, J. (1996) The child and the curriculum. Chicago: The University of Chicago Press.
- Dietrich, J., Tenorth, H.E. (1997) Theorie der Schule. Ein Studienbuch zu Geschichte, Funktionen und Gestaltung. Berlin: Cornelsen-Scriptor.
- Doll, R.C. (1996) Curriculum Improvement: Decision making and process. Boston: Allyn and Bacon.
- Dubs, R. (2008)2 Lehrerverhalten. Ein Beitrag zur Interaktion von Lehrenden und Lernenden im Unterricht. Zürich: SKV.
- Eberwein, H. (2002) Integrationspädagogik. Kinder mit und ohne Beeinträchtigung lernen gemeinsam. Ein Handbuch. Weinheim: Beltz.
- Eronena L., Kokkob S., Sormunena K. (2019) Escaping the subject-based class: a Finnish case study of developing transversal competencies in a transdisciplinary course, in: Curriculum Journal, 30 (3), 264–278.
- Frey, K. (2007) Die Projektmethode. Der Weg zum bildenden Tun. Basis-Bibliothek. Weinheim: Beltz.
- Garner R. (2015). Finland schools' subjects scrapped and replaced with 'topics' as country reforms its education system, *στο*: [http:// www.independent.co.uk/news/world/ europe/ finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html](http://www.independent.co.uk/news/world/europe/finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html) (20/3/2015).
- Glatthorn, A.A., Boschee, F., Whitehead, B.M. (2009) Curriculum leadership: strategies for development and implementation, New Delhi: Sage
- Glötzl, H. (2000) Prinzipien effektiven Unterrichts. Handbuch für die Erziehungs- und Unterrichtspraxis. Band I und II. Stuttgart: Klett.
- Gudjons, H. (2007)2 Frontalunterricht neu entdeckt. Bad Heilbrunn: Klinkhardt.
- Haarmann, D. (1998) Wörterbuch Neue Schule. Stichworte zur aktuellen Reformdiskussion. Weinheim: Beltz.
- Hancock, D., Dyk, P. H., & Jones, K. (2012) Adolescent Involvement in Extracurricular Activities. *Journal of Leadership Education*, 11(1), 84–101.
- Herrlitz, H.-G., Hopf, W. & Titze, H. (2005) Deutsche Schulgeschichte von 1800 bis zur Gegenwart. Eine Einführung. Weinheim: Juventa.
- Holt, M. (1983) Curriculum workshop. An introduction to whole curriculum planning. Boston: Routledge.
- Jackson, P.W. (1992) Conceptions of Curriculum and Curriculum Specialists. In Philip W. Jackson (ed.) *Handbook of Research on Curriculum: A Project of the American Educational Research Association*, 3–40. New York: Macmillan.
- Jackson, Ph. (1986) *Life in Classrooms*. New York: Holt, Rinehart, and Winston.
- Jank, W. & Meyer, H. (2005) *Didaktische Modelle*. Berlin: CornelsenScriptor.
- Johnsen, B.E., (1993) *Textbooks in the kaleidoscope- A critical survey of literature and research on educational texts*. Oxford.
- Joseph.P.B. et al. (2000) *Cultures of curriculum (Studies in Curriculum Theory)*. New York: Teachers college press.
- Kelly, A.V. (2009)6 *The Curriculum: theory and practice*. London: Sage
- Kiper, H., Meyer, H. & Topsch, W. (2004)2 *Einführung in die Schulpädagogik*. Berlin: Cornelsen Scriptor.
- Krieger, C. G. (1998)2 *Mut zur Freiarbeit: Praxis und Theorie des freien Arbeitens für die Sekundarstufe*. Hohengehren: Schneider.
- Kunze, I. & Solzbacher, C. (2008) *Individuelle Förderung in der Sekundarstufe I und II*. Hohengehren: Schneider.

- Lauth, G.W., Grünke, M. & Brunstein, J.C. (Hrsg.) (2004) Interventionen bei Lernstörungen: Förderung, Training und Therapie in der Praxis. Göttingen: Hogrefe.
- Limon E. Kattington (Ed.) (2010) Handbook of Curriculum Development. New York: Nova Science Publishers.
- Lohmann, G. (2003)2 Mit Schülern klarkommen. Professioneller Umgang mit Unterrichtsstörungen und Disziplin Konflikten. Berlin: Cornelsen-Scriptor.
- Mallery, A. (2000) Creating a catalyst for thinking. The integrated curriculum. Boston: Allyn and Bacon.
- McKernan, J. (2007) Curriculum and imagination: Process, theory, pedagogy and action research. London: Routledge.
- Meyer, H. (1997) Schulpädagogik. Band I-II. Berlin: Cornelsen-Scriptor.
- Meyer, H. (2007) Was ist guter Unterricht?. Berlin: Cornelsen-Scriptor.
- Miller, R. (2001) Lehrer lernen. Ein pädagogisches Arbeitsbuch. Weinheim: Beltz.
- Moore, A. (2014) Understanding the School Curriculum: Theory, Politics and Principles. London: Taylor & Francis.
- Myschker, N. (2008)6 Verhaltensstörungen bei Kindern und Jugendlichen. Erscheinungsformen, Ursachen, hilfreiche Maßnahmen. Stuttgart: Kohlhammer.
- Oliva. P.F. (2005)6 Developing the Curriculum. Boston: Pearson.
- Orestein A.C., Hunkins, F.P. (1988) Curriculum: Foundations, principles and issues. New Jersey: Prentice Hall
- Peterßen, W.H. (2006)9 Handbuch Unterrichtsplanung. Grundfragen, Modelle, Stufen, Dimensionen. München: Oldenbourg.
- Pinar, W. (ed) International handbook of curriculum research. Oxford: Taylor and Francis.
- Pinar, W.F., Reynolds, W.M. Slattery, P., Taubman. P. M (1995) Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses. New York: Peter Lang,
- Posner, G., Rudnitsky, A. (1982) Course Design, A Guide to Curriculum Development for Teachers. New York: Longman, Inc.
- Richmond, W. K. (2018) The School Curriculum. (n.p.): Taylor & Francis.
- Rolff, H.-G. (2007) Studien zu einer Theorie der Schulentwicklung. Weinheim: Beltz.
- Rost, D. H. (Hrsg.) (2006)3 Handwörterbuch Pädagogische Psychologie: Schlüsselbegriffe. Weinheim: Beltz.
- Saari A., Salmela S., Vilkkila J. (2013) Governing autonomy. Subjectivity, freedom, and knowledge in Finnish curriculum discourse, in: Pinar W. (ed), International handbook of curriculum research. Oxford: Taylor and Francis, 183-200.
- Schallenberger, H. (επιμ.) (1973) Das Schulbuch – Produkt und Faktor gesellschaftlicher Prozesse. Kastellaun: Aloys Hann Verlag.
- Schiro, (2008) Curriculum Theories. Conflicting Visions and Enduring Concerns. California: Sage.
- Schratz, M., Jakobsen, L. B., MacBeath, J. & Meuret, D. (2003) Serena, oder: Wie Menschen ihre Schule verändern. Schulentwicklung und Schulevaluation in Europa. Innsbruck: Studien Verlag.
- Seibert, N. (Hrsg.) (2000) Unterrichtsmethoden kontrovers. Bad Heilbrunn: Klinkhardt.
- Skiera, E. (2003) Reformpädagogik in Geschichte und Gegenwart. Eine kritische Einführung. München & Wien: Oldenbourg.

- Terhart, E. (2008). Die Lehrerbildung. In K. S. Cortina, J. Baumert, A. Leschinsky, K. U. Mayer & L. Trommer (Hrsg.) Das Bildungswesen in der Bundesrepublik Deutschland (745-772). Hamburg: Rohwolt.
- Tulodziecki, G., Herzig, B. & Blömeke, S. (2004) Gestaltung von Unterricht. Eine Einführung in die Didaktik. Bad Heilbrunn: Klinkhardt.
- Valiga, T., Magel, C. (2001) Curriculum Definitions and Influencing Factors, Faculty Development Institute, NLN
- Vitikka E., Krokfors L., Rikabi L. (2016) The Finnish National Core Curriculum Design and Development, in: Niemi H., Toom A., Kallioniemi A. (eds.), *Miracle of Education: The Principles and Practices of Teaching and Learning in Finnish Schools*, (Second, revised edition). Rotterdam: Sense Publishers, 83-90.
- Weinbrenner, P. (1996) Entwicklung eines Instrumentariums für die Ideologiekritik wirtschafts- und sozialwissenschaftl. Lehr- und Lernmittel, Univ. 23. Schriften zur Didaktik der Wirtschafts- und Sozialwissenschaften, 45, Bielefeld
- Wiater, W. (2005) Unterrichtsprinzipien. Donauwörth: Auer.
- Wiater, W. (2006) Theorie der Schule. Donauwörth: Auer.

## ΥΠΜΠ 4

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜΠ-4	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	<a href="#">TEACHING PREPARATION, CONDUCT AND EVALUATION: PUPIL ASSESSMENT AND PRACTICE</a>		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	10	
<b>COURSE CATEGORY</b>	Specific background, Specification and skills development		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6233">https://elearning.auth.gr/course/view.php?id=6233</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> <li>- Know the purposes of assessment, as well as its historical, pedagogical, educational and socio-political dimensions</li> <li>- Know the views of major thinkers on the assessment of student achievement</li> <li>- Know the pedagogical function of assessment</li> <li>- Learn basic characteristics (qualitative assessment criteria, reference norms, types/forms of assessment)</li> <li>- Learn and apply the basic and essential elements of assessment for learning (feedback, questioning, self-assessment, self-assessment, peer-assessment, portfolio, descriptive assessment report)-</li> <li>- Learn scaffolding learning in the context of formative assessment</li> <li>- Learn and apply assessment practices (objective type questions, open, closed, essay type questions, etc.)</li> <li>- Learn the basic theories of motivation in the context of assessment</li> <li>- Learn the basic rating scales, descriptive assessment and descriptive assessment report.</li> <li>- Know the impact of the performance assessment system on school knowledge, on methods and forms of teaching and learning, on the pedagogical relationship and on student-parent relationships</li> <li>- Gain experiences of student assessment in real-life situations during practical exercises in public elementary schools which is based on the knowledge, theoretical perspectives and practices that taught and subsequently applied</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>-Putting knowledge into practice</li> <li>-Search, analysis and synthesis of data and information, using the necessary technologies</li> </ul>

- Adaptation to new situations
- Decision-making
- Working autonomously
- Teamwork
- Project planning and management
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Generating new research ideas

### **COURSE CONTENT/SYLLABUS**

The course emphasizes the theory and practice of assessing student work in the classroom. Specifically, the following are presented and analyzed: the historical path of examination/assessment, the ideological, socio-political educational starting points and dimensions of examination/assessment based on the theories of M. Weber, T. Parsons, M. Foucault, P. Bourdieu, S. Bowles & H. Gintis, the history of examination/assessment of the student in primary school, the purposes and pedagogical function of assessment, the qualitative criteria of assessment, the types of assessment (diagnostic, formative, summative), the forms of assessment (norm reference assessment, criterion reference assessment, ipsative assessment), the feedback, the scaffolding of learning in order to be used in Assessment for Learning which based on conclusions/suggestions resulting from the work of the J. Piaget, L. Vygotsky, J. Bruner, N. Mercer and P. Black & D. Wiliam, the self-assessment, peer-assessment, portfolio and the formative assessment by the Bloom's mastery learning program, the student assessment based on B.S. Bloom's taxonomy of objective teaching objectives, the role of the question in assessment, the performance assessment practices (objective type questions, also true-false, gap filling, matching and multiple choice exercises, open-closed, essay-type questions etc.) the learning motivation, rating scales, descriptive assessment and the descriptive assessment report, the impact of the performance assessment system on the selection and configuration of knowledge provided by the school, on methods and forms of teaching and learning, on the pedagogical relationship and on student-parent relations

As far as the organization of the practical exercises (field exercise) in teaching practice the basic elements are as follows:

A) Participation in the practical training is compulsory (it includes: observation of a teacher's teaching practice in the classroom, tutorial teaching during the student's preparation for practical exercises in teaching, teaching practice in the classroom and evaluation of teaching practice).

B) Each student, as part of a five-member team of students, observes the teaching practice of all subjects in a classroom of a public primary school which are taught by a teacher, using an observation sheet in which he/she records the objectives, content, methods and tools of teaching practice as well as the basic data of assessment (type, form and norms of assessment, means of expressing performance, feedback, types of motivation, type of questions, exercises, etc.). The observation will be carried out over a period of one week and will be limited to a maximum duration period of five days.

C) Each student teaches in the classroom of a primary school that he/she observed, previously had participated in a tutorial course in which he/she prepared for the teaching practice. He/she also participates in a student teaching practice review for self-criticism and criticism of teaching practice that he/she has accomplished. Student teaching practical exercises are spread over a semester and last three weeks having a maximum duration period of 15 days (3 weeks x 5 days = 15 days). They cover all primary school subjects except those taught by specialized teachers (e.g. Foreign Languages, Physical Education, Music, Theatre and Arts).

E) The practical exercises of the course ΥΠΜΠ-4 are common with the practical exercises of the course ΥΠΜΠ-5: "Preparation, Conduct and Evaluation of Teaching: Pedagogical theories and Practical Exercises". Since ΥΠΜΠ-4 & ΥΜΠΜ-5 are the fourth-year practicum courses, the final grade in the semester written examinations in both is common. The common final written exam grade is the average of the grades in ΥΠΜΠ-4 & ΥΜΠΜ-5 and is then eligible for promotion only when the written performance for both courses is 5 and up.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in lectures Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	70
	Field exercises (teaching practice)	70
	Tutoring (preparation and evaluation of teaching practice)	30
	Examinations	10
	<b>Total</b>	<b>180</b>
<b>STUDENT ASSESMENT</b>	<p>The assessment language is Greek. The criteria, types and techniques of student assessment are presented in the first lesson of the semester.</p> <p>The assessment is: 1. Formative, in the course of tutorial teaching, but also occurs in the discussions during the lectures; 2. Summative in the written examination of the module during the examination period (on material consisting of books, book excerpts and articles). The final/summative assessment is carried out with subjects that are: 1. Problem solving and 2. Open questions leading to essay-type answers (the examination is conducted with open books). For the formative assessment the assessment criteria are: - The description and documentation of key elements of the assessment process (e.g., type, form and practices of assessment, feedback, types of questions, motivations, self-assessment, peer-assessment, etc.), used by the school teacher (whose teaching the students observed during their teaching practice) and the theoretical commentary by the students on problems posed by the educator for discussion during the lecture. For the summative assessment in the written examination (with the books open) at the end of the semester, the assessment criteria are: Accuracy of terms, logical consistency, correctness and completeness of theoretical commentary in either</p>	



	<p>problem solving or open question answering. The answer to both types of subjects is based on knowledge, theoretical positions and problems presented and were analyzed in the course lectures. Students have approached these issues both theoretically and through the study of texts, articles, research papers in the lectures, and even, often, have reflected on or experienced them during their practical exercise in primary schools.</p>
--	--

### SUGGESTED READING LIST/ BIBLIOGRAPHY

#### **Βιβλιογραφία μαθήματος Εύδοξος:**

Λιάμπας, Τ. (2023). *Η Αξιολόγηση της Επίδοσης του Μαθητή στο Δημοτικό Σχολείο. Θεωρητική Θεμελίωση και Προοπτικές*. Αθήνα: Gutenberg.

#### **Επιπρόσθετη βιβλιογραφία για μελέτη:**

Κασσωτάκης, Μ. (2013). *Η Αξιολόγηση της Επίδοσης των Μαθητών. Θεωρητικές Προσεγγίσεις και Πρακτικές Εφαρμογές*. Αθήνα: Εκδόσεις Γρηγόρη.

Κωνσταντίνου, Χ & Κωνσταντίνου, Ι. (2017). *Η Αξιολόγηση στην Εκπαίδευση. Η Αξιολόγηση του Εκπαιδευτικού Έργου και του Μαθητή ως Θεωρία και ως Πράξη*. Αθήνα: Gutenberg.

Λιάμπας, Τ. (2011). Έκθεση περιγραφικής αξιολόγησης. Μια Μελέτη Περίπτωσης. *Σύγχρονη Εκπαίδευση*, τχ. 167, σσ. 89-100.

Λιάμπας, Τ. (2016). Η Γνώμη των Εκπαιδευτικών των Πειραματικών Δημοτικών Σχολείων ΠΤΔΕ-ΑΠΘ για την Έκθεση Περιγραφικής Αξιολόγησης και τις Επιδράσεις της. Στο Ε. Χοντολίδου, Ρ. Τσοκαλίδου, Φ. Τεντολούρης, Α. Κυρίδης & Κ. Βακαλόπουλος (επιμ.), «*Μνήμη Σωφρόνη Χατζησαββίδη. Γλωσσολογικές & Παιδαγωγικές προσεγγίσεις*». Αθήνα: Gutenberg.

Λιάμπας, Τ. (2017). Ο Lev S. Vygotsky και η Δυναμική Αξιολόγηση. Στο Γ. Γρόλλιος & Χ. Τζήκας (Επιμ.), *Ζητήματα Κοινωνικών και Πολιτικών Παραμέτρων της Εκπαίδευσης: Αφιέρωμα στον Σπύρο Ράση*. Αθήνα: Παπαζήσης.

Mercer, N. (2000). *Η Συγκρότηση της Γνώσης*. Αθήνα: Μεταίχμιο.

Ratton, Q. (2021). *Η Παιδαγωγική της αξιολόγησης*. Αθήνα: ΙΝΕ ΓΣΕΕ.

Ρέλλος, Ν. (2003). *Έλεγχος Μάθησης. Αξιολόγηση Μαθητικής Επίδοσης*. Αθήνα: Gutenberg.

Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Μεταίχμιο.

#### **Συναφή επιστημονικά περιοδικά:**

Perrenoud, P. (1995). Οι συνήθεις Διαδικασίες Αξιολόγησης Τροχοπέδη στην Αλλαγή των Παιδαγωγικών Πρακτικών. *Εκπαιδευτική Κοινότητα*, τχ. 31, σσ. 31-37.

Perrenoud, P. (1996). Πώς να Καταπολεμήσετε τη Σχολική αποτυχία σε Δέκα Μαθήματα ... *Εκπαιδευτική Κοινότητα*, τχ. 39, σσ. 17-23.

Perrenoud, P. (1997). Η Τριπλή Κατασκευή της Σχολικής Αποτυχίας. *Εκπαιδευτική Κοινότητα*, τχ.43, σ. 31-38.

Perrenoud, P. (2008). Η Αξιολόγηση των Μαθητών: Ρυθμιστικό Εργαλείο ή Ασπίδα κατά του Άγχους; *Εκπαιδευτική Κοινότητα*, τχ.87, σσ. 17-23.

**Ακόμη, όλα τα αναρτημένα άρθρα, κείμενα/αποσπάσματα βιβλίων και τα ppt των διαλέξεων στην ιστοσελίδα του μαθήματος**

<https://elearning.auth.gr/course/view.php?id=6233>

**ΥΠΜΠ5 TEACHING PREPARATION, CONDUCT AND EVALUATION: PEDAGOGICAL THEORIES AND PRACTICE**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜΠ5	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	PREPARATION, CONDUCT AND EVALUATION: PEDAGOGICAL THEORIES AND PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<ul style="list-style-type: none"> <li>• Slide presentations</li> <li>• Multimedia</li> <li>• Book</li> </ul>	3	10	
<b>COURSE CATEGORY</b>	Specialized Foundation/ Specialization and competence development		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK (Instruction, Examination)		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6233">https://elearning.auth.gr/course/view.php?id=6233</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>At the end of the course, students will know the fundamental pedagogical theories and they will understand their differences concerning:</p> <ol style="list-style-type: none"> <li>a) their perspectives about the aims of education</li> <li>b) their perspectives about the educational objectives</li> <li>c) their perspectives about the methods of teaching, and</li> <li>d) the social and didactic organization of teaching. In addition, they will be familiar with teaching in real conditions for all subjects of elementary education.</li> </ol>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Work in teams</li> <li>• Design and manage projects</li> <li>• Respect diversity and multiculturalism</li> <li>• Respect natural environment</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>• Be critical and self-critical</li> <li>• Promotion of free, creative and inductive thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

The subject’s syllabus is focused mainly on the analysis and the reasoning of the theoretical arguments of five Schools of Pedagogical Thought, examining, thus, the main themes and issues, the content, the methods and the equipment of didactics and teaching in each of them.

More specifically the subject covers:

Pedagogic theories

- The socio-political conditions and philosophical underpinning related with the appearance and dominance of F.Herbart’s Pedagogy in 18th century Germany. The basic elements of Herbartian Pedagogy (i.e. the five practical ideas as pedagogic objects, the vivid psychology, cybernetics, the organize of the subject’s content, the teaching and the education, the five stages of teaching); the theoretical-practical criticism against the traditional pedagogy from different trends of pedagogic thought.
- The socio-political foundations of Progressive Education’s movement in the USA. The main representative of Progressive Education’s movement J. Dewey, the child-centered views of S. Hall, the social reconstruction developed by G. Counts,H. Rugg and T. Brameld. Also, the course outline examines the educational experimentations in the USA (i.e. W.Parker’s school, Platoon’s school, Dalton and Winnetka plan, the Project method), and, the criticism against the Progressive education movement from other pedagogic frameworks of the thought and practice.
- The cooperative learning movement and the cooperative teaching/learning (i.e. its theoretical foundations, the roots of cooperative teaching, the formation of upils’ teams, the methods of collaborative teaching, the instruction, the learning and the interplay in pupils’ teams in the collaborative teaching/learning, the consequences of cooperative teaching and learning on the individual and the society),the criticism against the collaborative teaching/learning.
- The programme of study and reflects upon the actual reasons of the emergence and dominance of the Technocratic perceptions for education in the USA; the technocratic aspects for curriculum’s development and evaluation (i.e. the F. Bobbit’s perceptions, the formal formation of the planning of the school curriculum by R. Tyler, the Taxonomy of Educational Objectives by B.S. Bloom); the international spread of technocratic perceptions; and; finally, on the contemporary criticism against them.
- We examine the content and the structure of the Pedagogy of Liberation by Paulo Freire. The basic elements of Pedagogy of Liberation (that is, the political nature of education and literacy; the searching about generative themes for curriculum’s construction; the criticism against the notion of banking education; and; the conditions that generate and promote the pedagogic dialogue). We shall look at the international influence of Pedagogy of Liberation and the criticism regarding Freirean Pedagogy of/for Liberation.

**Teaching practice**

The students participate in small groups of five persons in the teaching practice. In a number of public Elementary schools of Thessaloniki for two weeks the students attend the teaching of a teacher in a certain classroom, using a recording list (about the objectives, the methods, the forms the equipments and the assessment of teaching). Afterwards, in the same classrooms for six weeks, each student teaches different subjects of the curriculum adopting different methods each week, a method reflecting the characteristics of the pedagogic norm presented during the lectures along the semester.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• Use of ICT in Course Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of ICT in Students' Practice</li> <li>• Use of ICT in Communication with Students</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures, presentations, reflection	100
	Practice in the field	85
	Independent literature study (books and articles)	40
	Tutorial	65
	Exams	10
	<b>Total</b>	<b>300</b>
<b>STUDENT ASSESMENT</b>	<p>The assessment will be both formative and summative. The formative assessment is carried out in the context of tutoring, which is a key element of the practical exercises.</p> <p>Summative assessment is done by open-book written exams and judgment questions on extensive material consisting of books, book excerpts and articles (based on the topics of the written exams in the examination period).</p> <p>The final/summative assessment in the written exams is done with topics that are: 1. Problem solving and 2. Open questions leading to essay-type answers (the exam is done with open books).</p> <p><b>The evaluation criteria of the written exam</b></p> <p>The criteria, methods and way of evaluating the students are presented in the first lesson of the semester.</p> <p>They relate to the accuracy of terms, logical consistency, correctness and completeness of the theoretical commentary in either the problem solving or the essay-type response of the open question. The answer to both types of subjects is based on the Pedagogical theories that have been taught in theory and that the students have applied in practice during their practical training in primary school.</p>	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

##### Course Bibliography (Eudoxus)

Brookfield, S. (2023). *Προς μία κριτικά στοχαστική διδασκαλία*. (Επιστημονική Επιμέλεια Λ. Γιώτη & Θ. Καραλής - μτφρ. Κ. Τόκα). Gutenberg.

Γιώτη, Λ. (2020). Ρεύματα Σκέψης που διαμόρφωσαν τη Θεωρία και την Πρακτική του Σχεδιασμού και της Ανάπτυξης Προγραμμάτων Εκπαίδευσης Ενηλίκων. *Σημειώσεις Μαθήματος*.

Γιώτη, Λ. (2022). Κριτική Παιδαγωγική. Στο Θ. Καραλής, & Π. Λιντζέρης, Λεξικό εκπαίδευσης ενηλίκων, (σσ. 179-187). Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων. [https://imegsevee.gr/wp-content/uploads/2023/05/lexiko\\_ekpaideusis\\_enhlikwn.pdf](https://imegsevee.gr/wp-content/uploads/2023/05/lexiko_ekpaideusis_enhlikwn.pdf)

**Additional bibliography**

- Αλεξάκης, Δ. (επιμ.) (2023). *Το Εργαστηριακό σχολείο. Τρία κείμενα του Τζων Ντιούι*. Νήσος.
- Baudrit, A. (2007). *Η Ομαδοσυνεργατική μάθηση*. Κέδρος.
- Bloom, B.S. - Krathowhl, D.R. (2000). *Ταξινομία των αντικειμενικών διδαχτικών στόχων*, τόμ. Α', Γνωστικός τομέας. Κώδικας.
- Γιώτη, Λ. (2024). *Το έργο του Stephen Brookfield: Θεωρία και πρακτική της κριτικά στοχαστικής μάθησης*. Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων.
- Gioti, L. (2019). Theories of Action and Theories-in-use of Adult Educators. Motivation, Obstacles and Individual Differences in Teachers' Training. *International Journal of Learning and Teaching*, vol. 5, (3), September 2019, 233-238. doi: 10.18178/ijlt.5.3.233-238.
- Γιώτη, Λ. (2017). Ρεύματα σκέψης που καθοδηγούν τις θεωρίες και τις πρακτικές των Σχολικών Συμβούλων ως εκπαιδευτών ενηλίκων. *Εκπαίδευση Ενηλίκων*, τ. 39, 5-16.
- Henry Giroux (2024). *Για την Κριτική Παιδαγωγική* (Επιστημονική Επιμέλεια: Τάσος Λιάμπας. Μτφρ: Ιωάννα Βραχωρίτου). Gutenberg.
- Γρόλλιος, Γ. (2005). Πλευρές της Ιστορίας της Μεθόδου project. Στο Γεωργόπουλος, Α. (επιμ.) *Περιβαλλοντική Εκπαίδευση. Ο νέος πολιτισμός που αναδύεται* (σσ.105-131). Gutenberg.
- Γρόλλιος, Γ., Γούναρη, Π. (επιμ.) (2011). *Κριτική Παιδαγωγική*. Gutenberg.
- Γρόλλιος, Γ., Λιάμπας, Τ. (2001). Ευέλικτη ζώνη και μέθοδος Project. *Εκπαιδευτική Κοινότητα*, τ.80, 10-15.
- Houssaye, J. (2000). *Δεκαπέντε παιδαγωγοί*. Μεταίχιμο.
- Kolesnik, B. W. (1992). *Ανθρωπισμός ή Μπιχεβιορισμός στην εκπαίδευση*. Παρατηρητής.
- Κλεάνθους - Παπαδημητρίου, Μ. (1980). *Η Νέα Αγωγή*, τόμ. Α'. Βιβλία για Όλους.
- Ματσαγγούρας, Η. (2001). *Στρατηγικές διδασκαλίας*. Gutenberg.
- Μαυρογιώργος, Γ. (1992). *Εκπαιδευτικοί και διδασκαλία*. Σύγχρονη εκπαίδευση.
- Νούτσος, Μπ. (1983). *Διδακτικοί στόχοι και αναλυτικό πρόγραμμα*. Δωδώνη.
- Ντιούι, Τζ. (1926). *Το σχολείο και το παιδί*. Βιβλιοπωλείο Σαλίβερος.
- Ντιούι, Τζ. (1982). *Το σχολείο και η κοινωνία*. Εκδόσεις Γλάρος.
- Πυργιωτάκης, Γ. (2007). *Παιδαγωγική του Νέου σχολείου*. Γρηγόρης.
- Reble, A. (1990). *Ιστορία της Παιδαγωγικής*. Εκδόσεις Παπαδήμα.
- Rorhs, H. (1984). *Το κίνημα της Προοδευτικής εκπαίδευσης*. Αφοί Κυριακίδη.
- Freire, P. (2022). *Παιδαγωγική της ελπίδας. Αναβιώνοντας την Αγωγή του Καταπιεζόμενου*. (Επιμέλεια Μαρία Νικολακάκη). Διάδραση.
- Freire, P. (2006). *Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν*. (Επιμέλεια: Επιμέλεια: Τάσος Λιάμπας, Μτφρ. Μανώλης Νταμπαρακάκης). Επίκεντρο.
- Φρέιρε, Π. (1977). *Η Αγωγή του καταπιεζόμενου*. Ράππας.
- Frey, K. (2002). *Η μέθοδος Project*. Θεσσαλονίκη: Αφοί Κυριακίδη.

**Also, all posted articles, texts/book excerpts and lecture ppts on the course website**

<https://elearning.auth.gr/course/view.php?id=6233>

## 4.2. COMPULSORY COURSES

ΥΠΜ1

## TITLE ΥΠΜ1 - PSYCHOLOGY AND SCHOOL

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ1	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	PSYCHOLOGY AND SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600155764">https://qa.auth.gr/en/class/1/600155764</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
On the completion of the course students will be able to: Discriminate basic developmental processes which are responsible for school adjustment. Detect protective and damaging factors in school and wider social environment which are connected to psychosocial development. Organize and create ways and practices for intervention in schools. Create ways of cooperation with professionals and parents
<b>General competences</b>
<i>Apply knowledge in practice</i> <ul style="list-style-type: none"> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Appreciate diversity and multiculturality</li> <li>• Be critical and reflective</li> </ul>

## COURSE CONTENT/SYLLABUS

The general objective of the module is to present in a critical way, an understanding of the “normal” child development and the processes involved. Specifically, we deal with a) the basic theoretical /applied psychological models that interpret human development and its “deviations”, focusing upon the school age-with an emphasis on critical psychoanalysis b) family factors with emphasis on attachment theory c) psychosocial contexts of development, such as the family and the school and collaborative practices applied for children’s well-being. We end by highlighting issues of stigma, trauma and internalized oppression in children and young people diagnosed as presenting psychiatric problems and the role of the schools.
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	FACE TO FACE
-------------------------	--------------

<b>USE OF ICT</b>	YES	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	82
	Reading Assignment	20
	Seminars	35
	Internship	10
	EXAMS	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Student Assessment methods <ul style="list-style-type: none"> <li>• Written Exam with Short Answer Questions (Formative, Summative)</li> <li>• Written Exam with Extended Answer Questions (Formative, Summative)</li> <li>• Report (Formative, Summative)</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- ✓ Watermeyer B. (2012/2023). «Αναπλασιώνοντας την ψυχολογία του μισαναπηρισμού»
- ✓ Lightfoot, C., Cole, M. & Cole, S. (2014). Η ανάπτυξη των παιδιών. Αθήνα: Τυπωθήτω, Γιώργος Δαρδανός.
- ✓ Μπίμπου - Νάκου Ιωάννα, Στογιαννίδου Αριάδνη, Αντωνιάδου Ευθυμία, Κουϊμτζή Μαρία - Ελένη, κ.ά. (2006). "Πλαίσια συνεργασίας ψυχολόγων και εκπαιδευτικών για την οικογένεια και το σχολείο". Gutenberg - Γιώργος & Κώστας Δαρδανός
- ✓ Μελανθία Κοντοπούλου (2007). Παιδί και ψυχοκοινωνικές δυσκολίες. Μια ψυχοδυναμική οπτική. Gutenberg - Γιώργος & Κώστας Δαρδανός
- ✓ Erica Burman (2008). Deconstructing Developmental Psychology, Routledge.
- ✓ Winnicott. D. (1995). Συζητήσεις με τους γονείς. Ελληνικά Γράμματα
- ✓ Winnicott. D. (1976). Το παιδί, η οικογένεια και ο εξωτερικός κόσμος, εκδόσεις Καστανιώτη.
- ✓ Σαλτζμπεργκερ-Οιτενμπεργκ κ.α. (1996). Η συναισθηματική εμπειρία της μάθησης και της διδασκαλίας, Εκδόσεις Καστανιώτη
- ✓ Σημειώσεις και άρθρα της διδάσκουσας

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ2	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	SOCIOLOGY OF EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<b>COURSE CATEGORY</b>	Specific foundation/core		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=5675">https://elearning.auth.gr/course/view.php?id=5675</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
By the end of the course, students will be expected to: - understand the relationship between education, economy and politics - understand the factors that influence the change and development of educational institutions - be able to analyze the ideological aspects of curricula - realize the professional characteristics of the educational activity, as a form of intellectual work, and the factors that affect its quality
<b>General competences</b>
Make decision Be critical and self-critical Advance free, creative, and causative thinking

## COURSE CONTENT/SYLLABUS

The course aims to familiarize students with the basic concepts and theories of Sociology and Education. This course examines the institution of education within the social totality and in its interactions with the spheres of economy, politics and ideology. The course exposes the ways in which social relations determine the character of education, the access to its various levels and the content of curricula. In addition to that it is examined the specificity of the institution of education, its relative autonomy from other social institutions and the ways in which it influences them.

The course includes the following modules:

1. Introduction to Sociology (Comte, Spencer, Marx) and to Sociology of Education
2. The transition to industrial society and the genesis of the institution of education
3. National state and education
4. The school as an institution for social stability. The theory of Émile Durkheim
5. The Functionalist Theory of education
6. Education and economic development. The theory of Human Capital
7. Marxist theories of education. The Correspondence Theory
8. Education and Ideology
9. The Resistance Theory



- 10. The Hidden Curriculum Theory
- 11. Language and school performance
- 12. The Theory of Cultural Capital
- 13. Micro-sociological theories on education

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	In communication with students In course teaching	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Reading assignment	35
	Seminars	15
	Exams	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- A. Fragoudaki, Sociology of Education
- D. Blackledge, B.Hunt, Sociology of education
- P.Gounari, G, Grollios (ed.) Critical Pedagogy  
Reproduction. P. Bourdieu. Alexandria 2014
- Education and Society. B. Kantzara. Atrapos 2008
- Learning to labour. P. Willis. Gutenberg 2012
- Sociology of education Ballantine & Hammack, Επίκεντρο, 2015

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ3	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	THE PHILOSOPHICAL FOUNDATION OF EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=5663">https://elearning.auth.gr/course/view.php?id=5663</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
By the end of the course, students will be expected to understand -the main philosophical theories that influenced the development of pedagogical ideas -the philosophical content of the aims and ideals of education -the philosophical foundations of different perceptions of knowledge and teaching
<b>General competences</b>
Make decisions Generate new research ideas Appreciate diversity and multiculturalism Be critical and self-critical Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

<p><b>INTRODUCTION</b> The philosophical foundation of education The specific characteristics of the philosophical view of the human world The subject and social significance of the philosophical thought about education</p> <p><b>THE ANCIENT GREEK PHILOSOPHY</b> <b>THE IDEAS OF SOFISTS</b> Sophists' views on knowledge and social institutions The value and purposes of education The importance of speech for life in the city-state and the emphasis on its cultivation</p> <p><b>THE SOCRATES' VIEW OF DIALOGIC EDUCATION</b> The dialectical - maieutic method Knowledge and moral virtue The education of dialogue</p> <p><b>THE PLATO'S IDEALISTIC VIEW OF EDUCATION</b></p>
--

The theory of soul  
The theory of knowledge  
The levels of knowledge  
Platonic suggestion of education  
The philosopher as a model of educated man  
Education in the ideal state

#### THE PHILOSOPHIC VIEW OF EDUCATION IN THE ARISTOTLE'S WORK

The theory of knowledge  
Aristotle's educational ideal as a typical expression of the ancient Greek notion of free life  
Education in the service of the city-state

#### EDUCATION AND PHILOSOPHY IN HELLENISTIC AND ROMAN TIMES

#### SOCIETY AND EDUCATION IN THE EUROPEAN MIDDLE AGES

#### EDUCATION IN THE CHRISTIAN WORLD VIEW

The Christian meaning of human existence  
The purpose of education  
The gnoseological aspects of religious faith

#### THE RENAISSANCE THOUGHT

The emergence of a new worldview: anthropocentrism, individualism, naturalism, secularism  
The current of pedagogical humanism

#### THE ENLIGHTENMENT

#### THE PHILOSOPHY OF EDUCATION OF JEAN-JACQUES ROUSSEAU

The critique of culture  
Education and human nature. The emancipatory capabilities of pedagogy  
The social determinants of Rousseau's views on education

#### THE HELVETIUS' VIEWS ON EDUCATION

Consideration of education in the light of the social environment  
The optimistic perception of the omnipotence of education  
Theoretical debates with Rousseau and Diderot

#### GERMAN CLASSICAL PHILOSOPHY

##### KANT AND FICHTE

Human nature and education  
The ideal of autonomous thought.  
The relationship between discipline and freedom in pedagogy.  
The purpose of education

##### HEGEL

The idealistic concept of history  
Bildung as the self-consciousness of the human spirit  
Education as ascending from individuality to universality

#### THE MARXIST THEORY OF SOCIETY AND EDUCATION

The critique of the idealistic concept of history.

The critique of social alienation and the project of social emancipation  
 The Marxist theory of knowledge  
 Education as a multifaceted development of personality  
 Education and labour

**THE PHILOSOPHY OF THE EDUCATION OF JOHN DEWEY**

Philosophy as a general theory of education  
 The theory of knowledge  
 The ideal of Democracy  
 The aims of education  
 School and society  
 Moral education

**THE PHYSIOCRATIC PERCEPTION OF EDUCATION IN THE WORK OF MARIA MONTESSORI**

**THE SOCIO-CENTRIC PERCEPTION OF EDUCATION IN THE WORK OF ANTON MAKARENKO**

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face teaching	
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	14
	Reading Assigment	25
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Παυλίδης, Π. Θεμελίωση της παιδείας στη φιλοσοφική σκέψη (Διδακτικές Σημειώσεις)  
 Reble, A. Ιστορία της παιδαγωγικής  
 Marrou, Η-Ι. Ιστορία της εκπαίδευσης στην αρχαιότητα  
 Κουμάκης, Γ. Θεωρία και φιλοσοφία της παιδείας

## ΥΠΜ4 - INCLUSIVE EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ4	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	INCLUSIVE EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	COMPULSORY		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Students will be able to: <ul style="list-style-type: none"> <li>• Critically appraise and reflect on: values, structures and processes of the Greek educational system and its role in supporting or preventing the development of inclusive practice</li> <li>• Theorize and reframe disability</li> <li>• Recognize and evaluate inclusive practices</li> <li>• Understand diverse approaches concerning disability issues</li> </ul>
<b>General competences</b>
Students will be able to undermine the importance of cultural factors in the oppression of disabled people and their struggle for equity.

## COURSE CONTENT/SYLLABUS

<p>This module provides a much needed theoretical dimension to the disability studies agenda. Prior to the 1990s disability was confined almost exclusively to conventional individualistic medical explanations and research reproduced disability issues uncritically within these frameworks.</p> <p>This module focuses for the most part on those aspects of Inclusion related to disability. The module will introduce students to Inclusion and to the theoretical frameworks in which it is grounded. It will develop students' knowledge, understanding and capacity to critically appraise and reflect on:</p> <ul style="list-style-type: none"> <li>-Disability: Language, history, special education, politics and disability movements</li> <li>-Inclusive education: concepts and contexts</li> <li>-Approaches: medical and social models of Inclusion and associated policies</li> <li>-Values, structures and processes of the Greek educational system and its role in supporting or preventing the development of inclusive practice</li> <li>-Stigma and identity construction</li> <li>-Disability studies and their role in Inclusive Pedagogy</li> <li>-Independent living and self advocacy</li> </ul>
---

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>		
<b>USE OF ICT</b>	YES	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	LECTURES	50
	STUDY	20
	EXAMS	50
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	The final assessment includes personal written exams.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Karagianni, Y. (2017). *Disability in the time of crisis*. Athens: Gutenberg (in Greek)

Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & society*, 28 (7), 1024-1026.

Oliver, M. (1990). *Politics of disablement*. Macmillan International Higher Education. (in Greek)

Oliver, M., & Barnes, C. (2010). Disability studies, disabled people and the struggle for inclusion. *British Journal of Sociology of Education*, 31(5), 547-560.

Barnes, C., Oliver, M., & Barton, L. (2002). *Disability studies today*. Cambridge: Polity Press (in Greek)

Goodley, D. (2016). *Disability studies: An interdisciplinary introduction*. Sage.

## TITLE METHODOLOGY OF EDUCATIONAL RESEARCH

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	ΥΠΜ 5	SEMESTER	A, B
COURSE TITLE	METHODOLOGY OF EDUCATIONAL RESEARCH		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
BOOK, NOTES, DIGITAL MATERIAL	3	5	
COURSE CATEGORY	OBLIGATORY		
PREREQUISITE COURSES/CLASSES	NO		
LANGUAGE OF INSTRUCTION/ EXAMINATION	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE URL	<a href="https://elearning.auth.gr/course/view.php?id=6315">https://elearning.auth.gr/course/view.php?id=6315</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• formulate research questions and research hypotheses.</li> <li>• Distinguish between a variety of research designs and their rationale.</li> <li>• Select an appropriate research design in relation to the research question</li> <li>• Apply the data collection techniques associated with the relevant research design</li> <li>• Develop a research design, either quantitative or qualitative methodology.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>- Putting knowledge into practice</li> <li>- Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>- Autonomous work</li> <li>- Group work</li> <li>- Working in an interdisciplinary environment</li> <li>- Project planning and management</li> <li>- Respect for diversity and multiculturalism</li> <li>- Promotion of free, creative and deductive thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

The course aims to introduce students to the way of organizing and designing educational research. Specific reference will be made to (a) all research designs of quantitative and qualitative methodological traditions and (b) data collection techniques of quantitative and qualitative methods and the respective types of sampling. In terms of quantitative methods, we will consider experimental research designs, longitudinal research designs, comparative research design and descriptive-distributive research design, while in terms of qualitative methods, we will consider case study research design, ethnographic research design, biographical research design and narrative research design. Criteria for developing research questions will be presented on the three types of research, basic, evaluation and action research. Through practical examples of educational research, we will focus on how to structure the questionnaire (measurement scales, operationalization of variables), types of interviews ( structured, semi-structured, biographical, narrative) and issues of validity and reliability.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	IN PERSON	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	30
	Reading articles	10
	Assignment homework	20 77
	Group-based activities in class	10
	Final exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students will be graded according to a) final exams and b) written assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bryman, A. (2016). Μέθοδοι Κοινωνικής Έρευνας. Αθήνα: Gutenberg.

Neuman, D. L. (2014). Social research methods. Qualitative and quantitative approaches, 7th Ed. Edinbrough: Pearson

Mills, E. G. and Gay L. R. (2019). Educational Research, 12th ed. Edinbrough: Pearson

Adler, S. E. and Clark, R. (2011). An invitation to social research. How it's done. Melbourne: Wadsworth

Robson, C. (2007). Η έρευνα του πραγματικού κόσμου. Αθήνα: Gutenberg.



## ΥΠΜ6 HISTORY OF MODERN GREEK EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ6	<b>SEMESTER</b>	1 <sup>ST</sup> & 2 <sup>ND</sup>
<b>COURSE TITLE</b>	HISTORY OF MODERN GREEK EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600141102">https://qa.auth.gr/en/class/1/600141102</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
In this course students will acquire knowledge about the development of Greek educational system, from its first organization until 1974. They will understand: -why and in which way a public / state educational system is organized during the modern era -which social, economic and ideological conditions define the way of this organization and the learning contents of the educational system. -when and in which way education is reformed. What these reformations or the resistance to these reformations express for the political, social and economic level. -how Greek educational system was influenced by foreign educational systems. Finally, students will understand the role of historical sources and will acquire the ability to approach and interpret the educational phenomena.
<b>General competences</b>
<i>Adapt to new situations</i> <i>Make decisions</i> <i>Work autonomously</i> <i>Be critical and self-critical</i> <i>Advance free, creative and causative thinking</i>

## COURSE CONTENT/SYLLABUS

The course "History of Modern Greek Education" constitutes a historical analysis of educational institutions in the Greek society, from the era of Greek Enlightenment until the end of 20th century. The course is organized so as the foundation of educational institutions, every educational level's directions and learning content, the schools' types schools, the development and the spreading of schools' net to be examined and studied. The role of education, social, pedagogical and ideological trends, political schemes and intellectualists (that represent these trends) are also examined. Moreover, there are examined the educational changes in the passage of time and the relation of these changes to politics, economic and social situation and to the development of the Greek society.
--

Finally, the influences of European educational systems on Greek educational system are examined.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Fieldwork	23
	Reading Assignment	40
	Field trips and participation in conferences / seminars / activities	6
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> Written Exam with Multiple Choice Questions (Formative, Summative) Written Exam with Extended Answer Questions (Formative, Summative) Written Exam with Problem Solving (Formative)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**  
Bouzakis S. (2011). Panorama on History of Education (in Greek), Athens: Gutenberg  
Terzis, N. (2011). *Study on the education of New Hellenism* (in Greek), Thessaloniki: Kyriakidis Bros.

**Additional bibliography for study**  
McCulloch, G. (2017). *The struggle for the history of education* (in Greek), Athens: Gutenberg.  
Kyprianos, P. (2004). Comparative History of the Greek Education (in Greek), Athens: Vivliorama.

**Journals:**  
*History of Education Quarterly*  
*Paedagogica Historica. International Journal of the History of Education*  
*Issues on History of Education* (in Greek)

## ΥΠΜ7 - Environmental Education – Education for Sustainable Development

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ7	<b>SEMESTER</b>	1 <sup>st</sup> , 2 <sup>nd</sup>
<b>COURSE TITLE</b>	Environmental Education – Education for Sustainable Development		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek / Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10958">https://elearning.auth.gr/course/view.php?id=10958</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Students should: <ul style="list-style-type: none"> <li>• gain basic knowledge of environmental issues (e.g. global warming),</li> <li>• understand the fundamentals of education for sustainability, its characteristics, its objectives, and its methodological and didactic approaches.</li> </ul>
<b>General competences</b>
Search, analyze and synthesize data and information, using the necessary technologies Promoting free, creative and inductive thinking Teamwork Working in an interdisciplinary environment Decision making

## COURSE CONTENT/SYLLABUS

<ol style="list-style-type: none"> <li>1. Contemporary environmental issues I: (a) Scientific understanding, (b) Social and economic factors that cause them, (c) Ways of dealing with them - the role of education. The Example of Global Warming</li> <li>2. Contemporary Environmental Problems II: Ozone depletion, Soil, Air, Water Pollution, Unreasonable Costs, Over-consumption, Foodmiles</li> <li>3. Ecological, Energy and Water Footprint</li> <li>4. Principles and Philosophy of Environmental Education and Education for Sustainable Development</li> <li>5. UNESCO Sustainability Goals</li> <li>6. UNESCO Sustainability Education Goals</li> <li>7. New Curriculum and Sustainable Development Goals for Sustainability Education in Greece</li> <li>8. Interdisciplinarity in Education for Sustainable Development</li> <li>9. Selection, Design, Implementation and Assessment of Environmental Education / Education for Sustainability Education Programs - The Project Method - Practical Implementation</li> <li>10. Typical and Experienced Activities in EE - Practical Implementation</li> <li>11. Field Activities</li> </ol>
--

12. Summary

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face-to-face	
<b>USE OF ICT</b>	Use of ICT in Teaching, Communication and evaluation of Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lecturing	75
	Preparation for Lecturing	10
	Field trip	3
	Preparation for the final examinations	60
	Exams	2
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Examinations with two multiple choice scales (100%).	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Suggested books:

Borucke, Michael, David Moore, Gemma Cranston, Kyle Gracey, Katsunori Iha, Joy Larson, Elias Lazarus, Juan Carlos Morales, Mathis Wackernagel, and Alessandro Galli. (2013). Accounting for Demand and Supply of the Biosphere’s Regenerative Capacity: The National Footprint Accounts’ Underlying Methodology and Framework.” Ecological Indicators, 24: 518–533. doi:10.1016/j.ecolind.2012.08.005.

Games4Sustainability. Available at <https://games4sustainability.org>

UNESCO (2006). Teaching and learning for a sustainable future. UNESCO. Available at <http://www.unesco.org/education/tlsf> , accessed March 1, 2013.

UNESCO (2012). Education for Sustainability Source book. Available at <http://unesdoc.unesco.org/images/0021/002163/216383e.pdf> , Accessed March 1, 2013

UNESCO (2017). Education for Sustainable Development Goals: learning objectives. Available at <https://www.unesco.org/en/articles/education-sustainable-development-goals-learning-objectives>

UNESCO (2019) Education for Sustainable Development (ESD) Overview of the International Frameworks on Education for Sustainable Development. Available at <https://unfccc.int/sites/default/files/resource/2%20UNESCO.pdf>

UNESCO (n.d.). What you need to know about education for sustainable development. Available at <https://www.unesco.org/en/sustainable-development/education/need-know?hub=72522>

University of Plymouth (n.d.). What is Education for Sustainable Development? Available at <https://www.plymouth.ac.uk/students-and-family/sustainability/sustainability-education/esd>

## ΥΠΜ8 PEDAGOGY, ICT AND INSTRUCTIONAL DESIGN

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ8	<b>SEMESTER</b>	Winter/Spring
<b>COURSE TITLE</b>	PEDAGOGY, ICT AND INSTRUCTIONAL DESIGN		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	The module is compulsory and is being offered to 1st year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6315">https://elearning.auth.gr/course/view.php?id=6315</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The course is intended to equip prospective teachers with the knowledge and skills required for designing and organizing instruction and familiarize themselves with the pedagogical use of ICT tools. By the end of the course, students will be expected:</p> <p>To understand the processes of designing instruction through the application of principles and concepts related to instructional design and educational technology</p> <p>To familiarize themselves with the process of integrating ICT use in teaching and learning.</p> <p>To demonstrate in practice that they can use a variety of digital media and resources in the processes of teaching and learning a range of Primary curriculum subjects.</p>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• <i>Apply knowledge in practice</i></li> <li>• <i>Retrieve, analyse and synthesise data and information, with the use of necessary technologies</i></li> <li>• <i>Make decisions</i></li> <li>• <i>Work autonomously</i></li> <li>• <i>Work in teams</i></li> <li>• <i>Work in an interdisciplinary team</i></li> <li>• <i>Design and manage projects</i></li> <li>• <i>Advance free, creative and causative thinking</i></li> </ul>

## COURSE CONTENT/SYLLABUS

<p>The course is divided into two sections: Theory and Laboratory Work. The theoretical part of the course is concerned with the examination and practical understanding of issues related to instructional design and the pedagogical use of traditional and digital educational technologies. The systematic investigation of the processes entailed in the design, creation, use, evaluation</p>
---

and management of various teaching methods, media and learning resources. The content of the module is developed around three main thematic areas which may be analyzed as follows:

Thematic Unit 1: Education Science and Didactics. The field of Educational Technology - Conceptualizations. Learning theories and Instructional Design

Thematic Unit 2: Principles and processes of designing effective instruction. The processes of teaching and learning. Lesson planning. Learning objectives, instructional strategies, teaching formats, types of instructional activities and educational media.

Thematic Unit 3: The role of ICT in education. Methods of integrating ICT tools in teaching and learning. Issues of design, selection and use of teaching media and learning materials. Design and development of digital learning materials.

The Laboratory section of the course is compulsory for every registered student and is dedicated to the design and development of digital learning materials. Lab work ranges from 6 to 12 hours per student per term.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	The subject matter of the course is directly related to the use of ICT tools in every aspect of the teaching and learning process	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Laboratory Work	25
	Reading assignment	25
	Written Assignments	20
	Exams	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b></p> <p>Students are normally assessed by: (1) A portfolio containing the lab exercises/assignments, all concerned with the design, creation and development of educational media and learning resources (50% of the final grade). (2) Written or oral examinations concerned with the analysis of the theoretical part of the course (50% of the final grade). The main evaluation criteria used are concerned with content coverage, structure and quality of organization, format, appearance and editing of the text.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course Bibliography (Eudoxus)

- Timothy J. Newby, Donald Stepich, James Lehman, James D. Russell (2009) Educational Technology for Teaching and Learning (3rd Edition). NY: Prentice Hall

Additional bibliography for study

- Σοφός, Α., Κώστας, Α., Παράσχου, Β., Σπανός, Δ., Γιασιράνης, Σ., Τζόρτζογλου, Φ., & Βρατσάλη, Ν. (2023). Σχεδιασμοί εκπαιδευτικού υλικού & τεχνολογίες για την ψηφιακή εκπαίδευση [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοιχτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-170>

- Πυργιωτάκης, Ι., (2000). Εισαγωγή στην παιδαγωγική επιστήμη. Αθήνα: Ελληνικά Γράμματα.
- Καψάλης, Α. και Νημά, Ε. (2015) Σύγχρονη Διδακτική. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.
- Ματσαγγούρας, Η. (1999). Θεωρία και πράξη της διδασκαλίας. Αθήνα: Gutenberg.
- Ματσαγγούρας, Η. (2007). Στρατηγικές διδασκαλίας. Η κριτική σκέψη στη διδακτική πράξη. Αθήνα: Gutenberg.
- Τζιμογιάννης, Α. (2019). Ψηφιακές Τεχνολογίες και Μάθηση του 21ου αιώνα. Αθήνα: Κριτική.
- Σοφός, Α., Βρατσάλης, Κ. (Επιμ.) (2014). Παιδαγωγική Αξιοποίηση των Νέων Μέσων στην Εκπαιδευτική Διαδικασία. Αθήνα: ΙΩΝ.
- Roblyer, M.D.(2009) Εκπαιδευτική Τεχνολογία και Διδασκαλία. Αθήνα: Εκδόσεις Έλλην
- Ντρενογιάννη, Ε., & Ζέρβα, Ε. (2021). Η Επαυξημένη Πραγματικότητα στη διδασκαλία: Η περίπτωση του Ηλιακού Συστήματος. Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση, 14, 19-36.
- Ντρενογιάννη, Ε. (2005). Οι ΤΠΕ στην Εκπαίδευση Εκπαιδευτικών: Σκοποί, Στόχοι και Περιεχόμενα, Μεθοδολογικές και Οργανωτικές Αρχές. Στο Τζιμογιάννης, Α.(επιμ.). Πρακτικά Εργασιών 3ου Πανελληνίου Συνεδρίου. Διδακτική της Πληροφορικής, 7-9.
- Drenogianni, H. and Selwood, I.D. (1998) "Conceptions or Misconceptions?" Primary Teachers' Perceptions and Use of Computers in the Classroom". In Education and Information Technologies, Vol.3, No.2, June 1998, pp.87-99.
- Ντρενογιάννη, Ε. και Πριμεράκης, Γ. (2008) Ψηφιακά σενάρια διδασκαλίας για το Δημοτικό σχολείο: Η διερεύνηση του περιεχομένου τους με έμφαση στα δομικά, μορφολογικά και μεθοδολογικά στοιχεία σχεδιασμού. Στο περιοδικό Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση, Τόμος 1, Τεύχος 2.

## TITLE ΥΠΜ9

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ9	<b>SEMESTER</b>	B'
<b>COURSE TITLE</b>	EDUCATIONAL POLICY AND EDUCATIONAL REFORM IN MODERN GREECE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE URL</b>	<a href="https://qa.auth.gr/el/class/1/600141094">https://qa.auth.gr/el/class/1/600141094</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>- To understand the developments and policy reforms through which shaped the Greek education system since 1974 up to this day, within the european and international context.</li> <li>-To understand the deeply political nature of education and educational policy.</li> <li>-To understand the dynamic interaction between education and education policy and stakeholders directly involved as well as social stratification more generally.</li> <li>-To be able to critically evaluate past educational policies and to examine, understand and critically assess current educational policies.</li> <li>-To know the basics of Greek legislation on education.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>-Adapt to new situations</li> <li>-Appreciate diversity and multiculturality</li> <li>-Be critical and self-critical</li> <li>-Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

The aim of this particular course is for future teachers to understand the operation frame of the contemporary Greek educational system as well as the policies according to which it was structured.

In an introductory level, the advances noticed in the European educational systems after the 2nd World War and also the variational education policy exerted to the post- civil war Greek state are presented. Next, the terms and the presuppositions of the 'post-civil war period' that constitute the new frame are systematically examined. Within this frame, the educational policies exerted by the governments of 'New Democracy' (1976-77) and 'PASOK' (1982-85) are posed. Since 1990 and afterwards, the Greek educational policy is examined through the new historic frame created by the globalisation and the predominance of the new-liberal ideology. In that way, some aspects of the educational policy of 'New Democracy' (1990-93) and especially the 'Arsenis' reformation (1997-98) are associated with anything that prevails upon the international educational standards. Finally, the issues and the problems of both the Greek



educational system and the current educational policy are examined in the context of socio-economic crisis (2010-2022).

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching / Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	95
	Reading Assignment	25
	Written assignments	27
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> Written Exam with Extended Answer Questions Written Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Γ. Βούλγαρης: Η Μεταπολιτευτική Ελλάδα 1974-2009, Πόλις, Αθήνα 2020 (ανατύπωση).
- Α. Δημαράς: Ιστορία της Νεοελληνικής Εκπαίδευσης: το ανακοπτόμενο άλμα, Μεταίχμιο, Αθήνα 2013.
- Ε. Ζαμπέτα: Η εκπαιδευτική πολιτική στην πρωτοβάθμια εκπαίδευση (1974-1989), Θεμέλιο, Αθήνα 1994.
- Σ. Μπουζάκης: Εκπαιδευτικές μεταρρυθμίσεις στην Ελλάδα, τόμ. Β', Gutenberg, Αθήνα 2002.
- Δ. Φ. Χαραλάμπους: Εκπαιδευτική πολιτική και εκπαιδευτική μεταρρύθμιση στη μεταπολεμική Ελλάδα (1950-1974), ΑΠΘ, 1990 (διδ. διατριβή).
- Δ. Φ. Χαραλάμπους (επιμ.): Μεταπολίτευση και εκπαιδευτική πολιτική: παρελθόν-παρόν-μέλλον, Ελληνικά Γράμματα, Αθήνα 2007.

## ΥΠΜ10 - ANTIRACIST, ANTISEXIST AND INTERCULTURAL EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ10	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	ANTIRACIST, ANTISEXIST AND INTERCULTURAL EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	GENERAL BACKGROUND, SKILLS DEVELOPMENT, SPECIAL SCIENTIFIC AREA		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=2911">https://elearning.auth.gr/course/view.php?id=2911</a> <a href="http://users.auth.gr/dimzachos/antiracist%20interc%20&amp;%20antisexist%20ed.pdf">http://users.auth.gr/dimzachos/antiracist%20interc%20&amp;%20antisexist%20ed.pdf</a>		

## LEARNING OUTCOMES

When the series of meetings is completed, students are expected to:

**A. Knowledge**

1. Have become familiar with the problematic of racism and sexism in order to understand and evaluate the different contexts given to these concepts
2. Recognize the phenomena of stereotypes, discrimination, oppression, racism and sexism in order to counteract their effects on school and society
3. Be able to investigate the relationship between racism and other dimensions of social inequality such as social class, ethnicity, religion, gender, sexual orientation, physical ability
4. Be able to critically evaluate the impact of policies, as well as everyday perceptions, attitudes and practices concerns success / failure of students of "different" background.
5. Be able to explore the relationship between gender and education, that is, how gender is structured and expressed in the education system and to acquire the knowledge necessary for anti- (heterosexual) sex education.

**B. Skills, Competences**

1. Complete the critical study of a series of articles and books in the relevant scientific area
2. Be able to support and develop substantiated, scientific views
3. Be able to criticize approaches / theories on racism, sexism and diversity
4. Support the position that all students have the right to a quality education
5. Recognize the conditions that determine the education of different individuals and groups
6. Be able to apply the intercultural approach to their daily teaching practice
7. Increase their self-awareness about the gendered construction of gender identities in general and in particular within the school and acquire the skills needed to promote anti- (heterosexual) sex education

**General competences**

Adaptation to new situations  
Decision making

Independent work  
Teamwork  
Working in an interdisciplinary environment  
Generation of new research ideas  
Respect for diversity and multiculturalism  
Demonstrate social, professional and ethical responsibility and gender sensitivity  
Exercising criticism and self-criticism  
Promoting free, creative and inductive thinking

## **COURSE CONTENT/SYLLABUS**

### **INTRODUCTION**

Acquaintance, (pre) overview, requirements

### **THE IMMIGRATION**

Historical investigation of the movements in Greece

Immigrants in Greece

Greeks in other countries

Minorities and their rights in the modern world

### **RACISM**

1. What is and how is racism created?

- Racism, stereotypes and prejudices
- Racism and social classifications
- Racism, power, discrimination and exploitation
- Definitions of racism and their relevance to action

2. History of racism as a theory and as a policy

- The birth of racist theories
- From racist theory to racist politics
- Nazi Germany, South Africa's apartheid, US discrimination
- The situation in Europe today

3. Racism and education

- Explicit and benevolent racism
- Everyday racism
- Neglecting the language and culture of minorities and immigrants
- Blaming the victims
- Educational policies to combat racism

### **INTERCULTURAL EDUCATION**

Cultural environment and education

Definitions of Intercultural Education

Intercultural education in Greece

Intercultural education in Europe and the USA

### **SEXISM**

Sexism as an ideology and as an act

The school as a cultural framework for gender-identity building and as a privileged field for the elimination of sexism

Gender / sexual identities and school

Role of teacher, educational leadership and gender.

The gender dimension of the curriculum.

Identifying and critically addressing sexism in teaching material. Development of non-sexist pedagogical material.  
 Sexism in the "hidden" curriculum.  
 Language sexism and its importance in anti-(heterosexual) sex education  
 Understanding and interpreting differences in learning and gender performance in school.  
 Feminist approaches to pedagogy.  
 Strategies to promote gender equality in disciplines.  
 Design an anti-(heterosexual) sexist education policy

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face active teaching	
<b>USE OF ICT</b>	Use of P/C & projector E-learning, websites and e-mail for the communication with the students.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Seminars	18
	study & critical review of books & articles	39
	evaluation	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Basic textbooks:**  
 Zachos, D. (2017). *Current Issues in Intercultural Education*. Thessaloniki: A. Stamoulis.  
 Tsiakalos G. (2000). *Antiracist Education Guide*. Athens: Greek Letters.

**Additional bibliography:**  
 Citizen F. (2006). *"Men's Identities" in School-Heterosexuality, Homosexuality, and Misogyny*. Thessaloniki: Spotlight.  
 Haravitsidis, P. (2013). *Building a democratic and humane school*. Thessaloniki: Spotlight.

Website: Production of educational materials to introduce gender issues into the educational process. At: <http://www.isotita-epeaek.gr/welcome.htm>

## ΥΠΜ11 - LANGUAGE AND NEW LITERACIES AT SCHOOL

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ11	<b>SEMESTER</b>	3 & 4
<b>COURSE TITLE</b>	LANGUAGE AND NEW LITERACIES AT SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Various forms of teaching	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=3815">https://elearning.auth.gr/course/view.php?id=3815</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• know basic theoretical issues related to the visual and multimodal literacy,</li> <li>• reflect on the use and nature of semiotic systems (metasemiotic knowledge) as well as the ways in which their intesemiotic synergies involved in designing multimodal texts,</li> <li>• implement the principles of 'visual grammar' in order to critically analyze the explicit and underlying meanings in a variety of visual/multimodal texts,</li> <li>• critically analyse textbooks used in primary school for the teaching of language regarding the ways in which visual literacy, multimodality and critical multiliteracies could be fostered in pupils,</li> <li>• utilize the principles of critical multiliteracies for teaching linguistic literacy into the classroom,</li> <li>• familiarize themselves with the way in which multimodality and multiliteracies may influence and transform literacy practices both inside and outside school,</li> <li>• critically 'read' online information with a view to their use in the teaching of language.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice.</li> <li>• Retrieve, analyze and synthesize data and information, with the use of necessary Technologies.</li> <li>• Adapt to new situations.</li> <li>• Make decisions.</li> <li>• Work autonomously.</li> <li>• Work in teams.</li> <li>• Work in an interdisciplinary team.</li> <li>• Appreciate diversity and multiculturality.</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender Issues.</li> <li>• Be critical and self-critical.</li> <li>• Advance free, creative and causative thinking.</li> </ul>

**COURSE CONTENT/SYLLABUS**

The formation of a new semiotic landscape as a result of the social, economic, cultural and technological changes that our planet has undergone in recent years, combined with the understanding of these changes for our society, set as a prerequisite the redefinition of the concept of literacy, so that it includes all possible semiotic ways of creating meaning, representation and communication, which are considered equal. Hence, literacy is a concept directly related to the ability of individuals/citizens to function effectively in various communicative situations, understanding, producing and critically engaging with a variety of genres, not only written and spoken but also multimodal texts, appropriately adapted to the needs of contemporary communicative demands. This transition from the 'culture of language' to the 'culture of the image', and, consequently, the demolition of the myth of the existence of the spoken and written word as the sole source for representation and communication, imposes as imperative the need to implement a more visually oriented curriculum aimed at cultivating literacy skills related to 'consumption', 'reading'/comprehension, critical evaluation and production of visual meanings. Examining, however, and describing the ways in which image and language work both individually and in combination to build meaning in multimodal ensembles, requires students, and teachers, to have a common language - metalanguage - so that they can talk and think about each semiotic/symbolic system separately and their interactions in meaning-making.

More specifically, the content of the module focuses on: (a) the study of the concept of linguistic literacy in the emerging landscape of new literacies, digital text, the Internet and multimodality; (b) the exploration of understanding the ways in which linguistic resources, images and/or other modalities co-operate to construct representations of reality that highlight or silence particular ways of seeing the world; (c) the presentation, through the critical approach and analysis of visual/multimodal resources, the basic principles of Kress & van Leeuwen's 'visual grammar' to describe the intra- and inter- semiotic synergies involved in the construction of representational, interpersonal and textual meanings in specific social and cultural contexts, (d) critically examining thematic units from language textbooks used in primary education with regard to the ways in which visual literacy, multimodality and multiliteracies are used in the classroom as contexts for the teaching of language.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• Use of ICT in Course Teaching.</li> <li>• Use of ICT in Laboratory Teaching.</li> <li>• Use of ICT in Communication with Students.</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Seminars	10
	Reading assignment	20
	Written assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> <ul style="list-style-type: none"> <li>• Written Assignment (Summative).</li> <li>• Performance / Staging (Formative, Summative).</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

a. *Course bibliography (Eudoxos)*

- Παπαδημητρίου, Ε. (2020). *Κριτικοί Κοινωνικοί [Πολυ]γραμματισμοί: Διατροφικές νοηματοδοτήσεις σε τυπικές και μη τυπικές κοινότητες μάθησης*. Αθήνα: Gutenberg.
- Kress, G. & van Leeuwen, T. (2010). *Η Ανάγνωση των Εικόνων: Η Γραμματική του Οπτικού Σχεδιασμού*, Φ. Παπαδημητρίου (Επιμέλεια-Θεώρηση). Θεσσαλονίκη: Επίκεντρο.

*b. Additional bibliography for study (in Greek)*

- Γραίκος, Ν. (2017). Ο πολυτροπικός γραμματισμός ως μαθησιακή διαδικασία διαπροσωπικής αλληλεπίδρασης: αποπλαισιωμένες πολυτροπικές δραστηριότητες ή πολυτροπικές δράσεις με νόημα; Στο Σ. Γρόσδος (επιμ.), *Οπτικοακουστικός Γραμματισμός στην Εκπαίδευση. Πρακτικά 1ου Επιστημονικού Συνεδρίου με διεθνή συμμετοχή*, τόμος α΄. Θεσσαλονίκη: Περιφερειακή Διεύθυνση Π.Ε. και Δ.Ε. Κεντρικής Μακεδονίας, σ. 174-186.
- Γραίκος, Ν. (2005). Προσέγγιση του πολυτροπικού λόγου στο δημοτικό σχολείο μέσω της διδασκαλίας της λειτουργικής χρήσης της γλώσσας. Στο *Μελέτες για την ελληνική γλώσσα. Η διδασκαλία της μητρικής γλώσσας σήμερα: προκλήσεις και προοπτικές*, πρακτικά 26ης ετήσιας συνάντησης Τομέα Γλωσσολογίας, Τμήματος Φιλολογίας, Φιλοσοφικής Σχολής, Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης, Θεσσαλονίκη 14 – 15/5/ 2005, Θεσσαλονίκη, σ. 81 – 98.
- Δημητριάδου, Κ. (2006). Οπτικός γραμματισμός και γλωσσική διδασκαλία. *Σύγχρονη Εκπαίδευση*, 148.
- Fleckenstein, K.S., Calendrillo, L.T. & Worley, D.A. (2014). *Η γλώσσα και η εικόνα στη διδασκαλία της κατανόησης και παραγωγής γραπτού λόγου: Διδάσκοντας τον οπτικό γραμματισμό*. Φ. Παπαδημητρίου (Επιμέλεια – Θεώρηση). Θεσσαλονίκη: Εκδόσεις Επίκεντρο.
- Kress, G. (2000). Σχεδιασμός του Γλωσσικού Προγράμματος Σπουδών με βάση το Μέλλον, *Γλωσσικός Υπολογιστής*, Περιοδική Έκδοση του Κέντρου Ελληνικής Γλώσσας για τη Γλώσσα και τη Γλωσσική Αγωγή, Θεσσαλονίκη, τόμος 2, τεύχος 1-2, 111-124.
- Πλειός, Γ. (2005). *Πολιτισμός της εικόνας και εκπαίδευση: Ο ρόλος της εικονικής ιδεολογίας*. Αθήνα: Πολύτροπον.
- Στάμου, Φ., Τρανός, Τ. & Χατζησαββίδης, Σ. (2004). Η «ανάγνωση» και η «παραγωγή» πολυτροπικότητας σε μαθησιακό περιβάλλον: Πρώτες διαπιστώσεις από μια διδακτική εφαρμογή. *Μελέτες για την Ελληνική Γλώσσα, Πρακτικά της 24ης Συνάντησης του Τομέα Γλωσσολογίας της Φιλοσοφικής Σχολής του Αριστοτελείου Παν/μίου Θεσσαλονίκης*, σελ.: 666-672.
- Χατζησαββίδης, Σ. (2005). Από την παιδαγωγική του γραμματισμού στους πολυγραμματισμούς: Νέες τάσεις, διαστάσεις και προοπτικές στη διδασκαλία της γλώσσας. Στο Κ. Μπαλάσκας & Κ. Αγγελάκος (επιμ.), *Γλώσσα και λογοτεχνία στην πρωτοβάθμια και τη δευτεροβάθμια εκπαίδευση* (σ. 35-52). Αθήνα: Μεταίχμιο.
- Χατζησαββίδης, Σ. (2003). Η διδασκαλία της Ελληνικής Γλώσσας στο πλαίσιο των πολυγραμματισμών (Προετοιμασία του κοινωνικού μέλλοντος των μαθητών). *Φιλολογος*, 113, 405-414.
- Χοντολίδου, Ε. (1999). Εισαγωγή στην έννοια της πολυτροπικότητας. *Γλωσσικός Υπολογιστής*, 1, 115-118. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.

Notes in electronic form (<https://elearning.auth.gr/course/view.php?id=3815>)

## ΥΠΜ12- ART IN EDUCATION

## GENERAL INFORMATION

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ12	<b>SEMESTER</b>	3rd & 4th
<b>COURSE TITLE</b>	ART IN EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
books/ articles, notes, slide presentations, video lectures, audio, multimedia, interactive exercises etc.	3	5	
<b>COURSE CATEGORY</b>	Compulsory/ General foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	none		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek & English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6519">https://elearning.auth.gr/course/view.php?id=6519</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon successful completion of the course students will have:</p> <ul style="list-style-type: none"> <li>• understood the basic concepts of the various visual art forms and their connection to Education in the context of a holistic approach and art education</li> <li>• familiarized themselves to Art History through main periods and artistic movements</li> <li>• acquired a first acquaintance with the leading expressive media and techniques of the fine arts (visual arts), having tried to engage and express themselves through various art forms</li> <li>• been able to distinguish the key benefits from engagement with the arts at individual and social level</li> <li>• reflected, experimented, and worked with fellow students to create and present joint artistic projects</li> <li>• become familiar with the primary aesthetic considerations and methods of reading and interpreting works of art</li> <li>• studied the form and role of art education in Greek schools through history, experimenting at the same time on ways of shaping the course</li> <li>• sought ways of upgrading the teaching of art and its history in schools</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Retrieve, analyse and synthesise data and information, with the use of New Technologies</li> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Autonomous- &amp; team- work</li> <li>• Work with international scope and impact</li> <li>• Project planning and management</li> <li>• Appreciate diversity and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Demonstrate social, professional, and ethical commitment and sensitivity to gender issues</li> <li>• Be critical and self-critical</li> </ul>



- Advance critical, creative, and deductive thinking

**COURSE CONTENT/SYLLABUS**

The course forms a basic introduction to the field of Visual Arts, with concise references to their techniques and subject matter, as well as an examination of the critical role they play in the development and cultivation of the individual. The course syllabus also includes familiarising students with the History of Art, aiming on the one hand at their understanding of the importance of the visual arts and contemporary forms of artistic expression and, on the other hand, at their cultural and social awareness.

Emphasis is placed on how teachers can contribute to better familiarising and engaging students with the visual arts to form their individual and cultural identities. Through theory and creative praxis, students acquire a comprehensive and direct perception of the benefits that result from their systematic and conscious engagement with the various forms of visual arts. This engagement opens their horizons, leading to broader cultural cultivation and awareness. A key feature of the course is its interdisciplinary nature, offering students diverse learning opportunities and exciting prospects. A parallel objective is enabling students to respond to the modern approach to global knowledge through these interdisciplinary applications, realising how the arts can significantly abolish strict dividing lines between the various disciplines.

Brief references, where appropriate, are made to the educational role and the combined use of other arts (e.g., photography, film, music, theatre), which are, however, developed in more detail in individual special courses in the subject area.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	In course and laboratory teaching, in communication with students and in students' assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	48
	Reading Assignment	21
	Artistic Workshops	40
	Interactive Teaching in Computer Lab	6
	Written assignments/ final exams	20
	Artistic creation/ project	15
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment/ final exams (60%) and a creative artistic project (40%). An oral examination is an alternative evaluation form for students who are attestedly unable to participate in other assessment forms.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Eudoxus:**

Σωτηροπούλου- Ζορμπαλά, Μ. & Μουρίκη, Α. (2021). «...Είχε μαμά ο Μιρό;» Από την αισθητική θεωρία στην αισθητική διδασκαλία. Πεδίο  
Χαραλαμπίδης, Α. (2023). Μια μικρή ιστορία της τέχνης. University Studio Press.

**Further reading:**

Βάος, Α. (2015). Εικαστική πράξη και Εκπαίδευση. Τόπος.  
Βάος, Α. (2008). Ζητήματα διδακτικής των εικαστικών τεχνών. Μοτίβο Εκδοτική Α.Ε

- Λενακάκης, Α. (Επιμ.). (2024). *Τέχνη, διαδίκτυο και δημιουργικότητα: Εκπαιδευτικές προσεγγίσεις και εφαρμογές*. ΤΕΠΑΕ ΑΠΘ. ISBN: 978-960-243-747-6 (410 σελίδες). <https://doi.org/10.12681/sece-auth.209>
- Λενακάκης, Α., & Κανάρη, Χ. (Επιμ.). (2023). *Πολιτισμός, τέχνες και συμπερίληψη: Θεωρητικές προσεγγίσεις και εφαρμογές*. Εκδ. Σοφία. ISBN: 978-960-633-069-8
- Μαγουλιώτης Α. (2014). *Εικαστική Παιδαγωγική*. Αθανασόπουλος & ΣΙΑ Ι.Κ.Ε
- Ρόμπισον, Κ., (1999). *Οι Τέχνες στα Σχολεία*. Εκδ. Καστανιώτης.
- Σωτηροπούλου-Ζορμπαλά, Μ. (2020). *Ενσωματώνοντας τις τέχνες στην Εκπαίδευση*. Πεδίο.
- Χαραλαμπίδης, Α. (2010). *Τέχνη, βλέπω - γνωρίζω – αισθάνομαι*. University Studio Press Α.Ε.
- Charman, L. H. (1993). *Η διδακτική της Τέχνης. Προσεγγίσεις στην καλλιτεχνική αγωγή*. Επιμ. Π. Χριστοδουλίδη. Νεφέλη.
- Naughton, C., Biesta, G., & Cole, D.R. (2017). *Art, Artists and Pedagogy: Philosophy and the Arts in Education* (1st ed.). Routledge. <https://doi.org/10.4324/9781315143880>
- Hardy, T. (2006). *Art education in a postmodern world: Collected essays*. Intellect.
- Goldberg, M. (2017). *Arts Integration. Teaching Subject Matter through the Arts in Multicultural Settings*. Routledge.

**Chapters of books, summaries of each lesson, articles, websites, videos, etc. are uploaded on the ELearning platform.**

## ΥΠΜ13 - SCIENCE EDUCATION FOR CITIZENSHIP

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ13	<b>SEMESTER</b>	3 & 4
<b>COURSE TITLE</b>	SCIENCE EDUCATION FOR CITIZENSHIP		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	GENERAL FOUNDATION		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK & ENGLISH		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="http://atlaswikigr.wikifoundry.com">http://atlaswikigr.wikifoundry.com</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
After the end of the course student-teachers are able to: 1. Design and develop teaching material for teaching science in the primary school. 2. Design and develop teaching strategies and apply suitable teaching methods for teaching science in the primary school. 3. Teach science and aim their pupils to develop skills and attitudes in the context of scientific literacy. 4. Design and develop slowmotion movies for or with their pupils in order to teach the nature of science. 5. Teach science through narratives in the primary school.
<b>General competences</b>
Apply knowledge in practice Adapt to new situations Make decisions Work autonomously Work in teams Work in an interdisciplinary team Design and manage projects Appreciate diversity and multiculturalism Respect natural environment Demonstrate social, professional and ethical commitment and sensitivity to gender issues Be critical and self-critical Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

This course aims to prepare future teachers for teaching science in the classroom. Through lectures and workshops pre-service teachers are introduced to aspects of science education that attempt to provide functional answers to the following questions: a) Why teach science in the primary school? b) What teaching material should be used in order to support science teaching? c) How should we teach science in the primary school? d) What methods of evaluation shall we use in order to assess science teaching and learning?
--

e) How shall we present the image of science?  
 f) How can we discuss the interrelations of science, society and culture?  
 During the lectures of this course, instructional material design and use as well as a variety of teaching styles are presented. During the workshops of the course future teachers are introduced in designing and using teaching material and activities for teaching science in the classroom. During the course many examples of instructional material and case studies of various teaching styles and teaching strategies are presented (with an attempt to focus on the content of the case study as well) in the context of current science curricula. In this course student-teachers are introduced to scientific literacy focusing on teaching and learning the nature of science through narratives (literature, cinema, animation, slowmotion).

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face and distance learning. Lectures, book, slide presentation, multimedia, educational wiki.	
<b>USE OF ICT</b>	The course is supported by an educational wiki ( <a href="http://atlaswikigr.wikifoundry.com">http://atlaswikigr.wikifoundry.com</a> ) and two educational YouTube channels (YouTube: atlas movies channel & YouTube: atlas mooc. During the lectures powerpoint and prezi slideshows are presented as well as film abstracts, videos from the classroom, audio files, slowmotion and animation movies. During the semester all communication about the course is supported by wikis, YouTube channels and e-mail.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading assignment	24
	Written assignment	15
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	written exams, project	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Seroglou, F., Markopoulos, I. N., Aduriz-Bravo, A., Vourlias, K., Gentzi, Koulountzos, V., E., Letsi, A., Panatsa, N., Papadopoulos, P., Tsarsiotou, Z. and Chatzikou, S. (2017) *Opening Science towards Society*. University Studio Press Publications, Thessaloniki.

## ΥΠΜ 14 TEACHING LITERATURE: BASIC CONCEPTS AND PRACTICES

## GENERAL INFO

<b>FACULTY</b>	Faculty of Education		
<b>SCHOOL</b>	School of Primary Education		
<b>CYCLE</b>	undergraduate		
<b>COURSE CODE</b>	ΥΠΜ 14	<b>SEMESTER</b>	3 -4
<b>COURSE TITLE</b>	TEACHING LITERATURE: BASIC CONCEPTS AND PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<b>COURSE CATEGORY</b>	Specific Foundation/Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=4052">https://elearning.auth.gr/course/view.php?id=4052</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<ol style="list-style-type: none"> <li>1. Elaborate theoretical notions concerning the relation between literature, society, education</li> <li>2. Use creatively in their teaching notions and tools of contemporary narratology</li> <li>3. Know a model of teaching literature in primary and secondary education</li> <li>4. Discuss a series of specific problems of teaching literature, concerning both the content and the teaching methods</li> <li>5. Be able to criticize and assess literature curricula</li> </ol>
<b>General competences</b>
Retrieve, analyse and synthesise data and information, with the use of necessary technologies Adapt to new situations Make decisions Work autonomously Work in teams Appreciate diversity and multiculturality Be critical and self-critical Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

<ul style="list-style-type: none"> <li>• Basic theories of literature that facilitate the understanding of the complexity of the phenomenon of literature and children's literature.</li> <li>• The interrelation between the literary and the educational institution.</li> <li>• The formulation of the literary canon of contemporary Greek literature and of children's literature</li> <li>• Criteria for choosing children's books <ul style="list-style-type: none"> <li>• The use of ICT in literature teaching</li> </ul> </li> <li>• Ways of organizing the literature lesson such as the project method.</li> <li>• Theater in education</li> </ul>
--

- Teaching poetry
- The role of arts in literature teaching
- Students assessment in literature class.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Power point for lectures and students's presentations, visual and acoustic documents	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Workshop	30
	Written assignment	15
	Exam	15
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b></p> <p>The assessment is based on quizzes during the workshop sessions and on final exam at the end of the semester. The workshop sessions are voluntary and can add 2 points to the final grade. The assessment criteria are explained during the lectures and they are: a) the capacity of combining information from various sources b) expression of personal opinions on various subjects that have been discussed during the lectures.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Αποστολίδου Β., Κόκορης Δ., Μπακογιάννης Μ., Χοτολίδου Ε., Λογοτεχνική ανάγνωση στο Σχολείο και στην Κοινωνία, Αθήνα, Gutenberg, 2018. Κωδικός 77109634

Κακαβούλια Μ., Πολίτης Π. (επιμ.), Αφήγηση. Μια πολυεπιστημονική θεώρηση, Αθήνα, Gutenberg, 2022 Κωδικός 112691674

Ε. Φρυδάκη & Δ. Παπαγεωργάκης, Διαλογικότητα και λογοτεχνική εκπαίδευση, Αθήνα, Κριτική, 2022 Κωδικός 112691370

Αποστολίδου Β., Χοντολίδου Ε. (επιμ.), Λογοτεχνία και εκπαίδευση, Αθήνα, Τυπωθήτω Γ. Δαρδανός, 1999.

Κωδικός Eudoxus: 31741

Φρυδάκη, Ευαγγελία (2003). Η θεωρία της λογοτεχνίας στην πράξη της διδασκαλίας. Αθήνα: Κριτική.

Στη σειρά Κλειδιά και Αντικλειδιά, ΠΕΜ, ΥΠΕΠΘ, Πανεπιστήμιο Αθηνών  
www.kleidiakaiantikleidia.net:

Αποστολίδου, Βενετία (2003). Ανάγνωση και ετερότητα.

Χοντολίδου, Ελένη (2003). Ταυτότητες και λογοτεχνία στο σχολείο.

Hunt, P. (επιμ.), Κατανοώντας τη Λογοτεχνία για Παιδιά, (μεταφρ.Χρ. Μητσοπούλου). Αθήνα: Μεταίχμιο, 2009.

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM16	<b>SEMESTER</b>	3 & 4
<b>COURSE TITLE</b>	DIDACTIC OF MATHEMATICS: CONTEPORARY ASPECTS AND UTILISATION OF TEACHING RESOURCES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=2526">https://elearning.auth.gr/course/view.php?id=2526</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• assess the level of geometrical thinking of their suture students examining the answers given to certain activities.</li> <li>• know ways of using digital technologies to teach mathematics</li> <li>• identify mistakes and misconceptions and how to exploit them in a positive manner in their teaching</li> <li>• apply global heuristics in order to solve and pose problems</li> <li>• combine the traditional teaching with resources relevant to the history of mathematics</li> </ul>
<b>General competences</b>
<p>Apply knowledge in practice  Retrieve, analyse and synthesise data and information, with the use of necessary technologies  Adapt to new situations  Work in teams  Generate new research ideas  Appreciate diversity and multiculturality  Be critical and self-critical  Advance free, creative and causative thinking</p>

**COURSE CONTENT/SYLLABUS**

<p>Selected topics concerning the teaching of mathematics are examned in this course aiming to highlight the range of didactic of mathematics as well as to familiarize the students with teaching resources they might use in classroom. The list of the topics includes:</p> <ol style="list-style-type: none"> <li>1. The van Hiele levels of geometrical thinking</li> <li>2. The usage and exploitation of ICT for teaching purposes</li> <li>3. The meaning kai utilisation of mathematical errors and misconceptions</li> <li>4. The equality sign and its understanding</li> </ol>
--

5. Using puzzles from arithmetic to algebraic thinking
6. Problem solving
7. Using history of mathematics in mathematics reaching

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	ICT is used (a) for presenting the content of the course, and (b) for acquiring certain skills in relation to certain software used for teaching mathematics. The whole material is accessible through the e-learning platform. E-learning is also used for communicating with the students who attend the course	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assigment	23
	Field trips and participation in conferences / seminars / activities	8
	Written assignments	8
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	The students' evaluation is summative through written exams. They are asked to complete multiple choice questions, answer questions with short answers and solve problems. They know the way and criteria of the exam through both the lectures and the website of the course. Oral exams only in case some students cannot participate to the written exams due to health problems	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally.

Fuys, D., Geddes, D., & Tischler, R. (1988). The van Hiele model of thinking in geometry among adolescents. *Journal for Research in Mathematics Education. Monograph*, i-196.

Way, J., & Beardon, T. (2003). *ICT and primary mathematics*. McGraw-Hill International.

Kennedy, L., Tipps, S., & Johnson, A. (2007). *Guiding children's learning of mathematics*. Cengage Learning.

Laborde, C., Kynigos, C., Hollebrands, K., & Strässer, R. (2006). Teaching and learning geometry with technology. *Handbook of research on the psychology of mathematics education: Past, present and future*, 275-304.

Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. National Academies Press

Cockburn, A. D., & Littler, G. (Eds.). (2008). *Mathematical misconceptions: A guide for primary teachers*. Sage.

Cockburn, A. D. (2012). *Teaching mathematics with insight: the identification, diagnosis and remediation of young children's mathematical errors*. Routledge.

Koshy, V., Ernest, P., & Casey, R. (Eds.). (2000). *Mathematics for primary teachers* (pp. xiii+-225). London and New York: Routledge.



Carpenter, T. P., Franke, M. L., & Levi, L. (2003). *Thinking mathematically*. Portsmouth, NH: Heinemann.

Seife, C. (2000). *Zero: The biography of a dangerous idea*. Penguin.

Fauvel, J., Maanen, J. A., & van Maanen, J. A. (Eds.). (2000). *History in mathematics education: An ICMI study (Vol. 6)*. Springer.

Burton, D. M. (1985). *The history of mathematics: An introduction*. AMC, 10, 12.

Katz, V. J. (Ed.). (2000). *Using history to teach mathematics: An international perspective (Vol. 51)*. Cambridge University Press.

Συναφή επιστημονικά περιοδικά:

Educational Studies in Mathematics

Journal for Research in Mathematics Education

Journal of Mathematical Behavior

Mathematics Education Research Journal

Mathematical Thinking and Learning

International Journal of Mathematical Education in Science and Technology

International Journal of Science and Mathematics Education

Journal of Mathematics Teacher Education

Science & Education

Mediterranean Journal for Research in Mathematics Education

For the Learning of Mathematics

The International Journal for Technology in Mathematics Education

ZDM

Technology, Knowledge and learning



## TITLE TEACHING GEOGRAPHY ΥΠΜ17

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ17	<b>SEMESTER</b>	3 & 4
<b>COURSE TITLE</b>	TEACHING GEOGRAPHY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES/CLASSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=13119">https://elearning.auth.gr/course/view.php?id=13119</a> 3rd semester <a href="https://elearning.auth.gr/course/view.php?id=15363">https://elearning.auth.gr/course/view.php?id=15363</a> 4th semester		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
By the end of the course the students will: a) know the study programs of geography in other countries of the world b) know the changes in the Elementary School Geography Analytical Program that took place in Greece from 1834 to today c) know about the basic elements of a map, how they are taught and what problems they may encounter during teaching. d) have learned about space and its importance in understanding scale e) know about cartographic projections and their importance in teaching geography f) have been informed about the evolution of the teaching of geography with the help of digital media. g) have learned how to teach the abstract concepts of geography
<b>General competences</b>
<i>Application of knowledge in practice</i> <i>Search, analysis and synthesis of data and information using the necessary technologies</i> <i>Work in an interdisciplinary environment</i> <i>Respect for diversity and multiculturalism</i> <i>Promotion of free, creative and inductive thinking.</i>

## COURSE CONTENT/SYLLABUS

<ol style="list-style-type: none"> <li>1. Geographical Education – World</li> <li>2. Geographical Education – Greece. Detailed Geography Programs</li> <li>3. Interdisciplinary: Geography – History</li> <li>4. Area -School maps</li> <li>5. Map - Children's perception of space</li> <li>6. Orientation</li> <li>7. First principles in map making</li> <li>8. Third Dimension – Greece – relief</li> <li>9. Map Views</li> </ol>
---

10. Blueprints – Atlases
11. Teaching abstract concepts of geography
12. School education programs.
13. Digital geography

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Collaborative, student-centered.	
<b>USE OF ICT</b>	Use of ICT in Teaching Use of ICT in Communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	98
	Laboratory exercise	25
	Study and analysis of articles/books	24
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Κατσίκης Α. 1999. Διδακτική της Γεωγραφίας. ΤΥΠΩΘΗΤΩ - ΓΙΩΡΓΟΣ ΔΑΡΔΑΝΟΣ

Λαμπρινός, Ν. 2009. Σχετικά με τη Διδασκαλία της Γεωγραφίας στο Σχολείο. Εκδόσεις Γράφημα, Θεσσαλονίκη, σελ. 294.

MacEachren A. M. 1995. How maps work. New York: The Guilford Press, p. 513

Αλευριάδου, Α., 1998. Η εξέλιξη της ικανότητας των εννοιών του χώρου σε παιδιά νοητικώς καθυστερημένα και νοητικώς ομαλά. Διδακτορική διατριβή, Φιλοσοφική Σχολή, Τμήμα Ψυχολογίας, Α.Π.Θ., Θεσσαλονίκη.

Schmeinck, D., Knecht, P., Kosack, W., Lambrinos, N., Musumeci, M. and Gatt., S. 2010. Through the Eyes of Children. The Implementation of a European Dimension by Peer Learning in Primary School. Socrates – Comenius. Education and Culture. Mensch und buch verlag, p.236, Berlin (το βιβλίο συνοδεύεται από ένα DVD και ένα USB-stick)

Λαμπρινός, Ν., Ασικλάρη, Φ., Καλαθάς, Α., (2013). Αξιοποιώντας τα GIS και τη διαδικτυακή χαρτογραφία στο σχολείο. Μία πρόταση για τη διδασκαλία της Γεωγραφίας. Τεύχος 1ο: Χάρτες, σελ. 48. Εκδόσεις ΓΡΑΦΗΜΑ. Θεσσαλονίκη.

Lambrinos, N. and Asiklari F. (2014). The introduction of GIS and GPS through local history teaching in primary school. European Journal of Geography, vol.5, n.1, pp.32-47 (in <http://www.eurogeographyjournal.eu/>)

Λαμπρινός, Ν., (2015). Οι τεχνολογίες των Γεωγραφικών Συστημάτων Πληροφοριών (ΓΣΠ) ως εργαλεία υποστήριξης της χωρικής σκέψης στο πλαίσιο της γεωγραφικής διερεύνησης. Παιδαγωγικό Ινστιτούτο Κύπρου, 7 Μαρτίου 2015, Λευκωσία, Κύπρος, σελ.1-37.

Zwartjes, L. (ed.) (April 2016). Case Studies of Personalized Learning. Connecting Education to the Cloud for Digital Citizenship. Deliverable 4.2 of the School on the Cloud project. Co-funded

by the Lifelong Learning Programme of the European Union 543221-LLP-1-2013-GR-KA3-KA3NW.

Βουδρισλής, Ν., Λαμπρινός, Ν., 2018. Προσανατολισμοί της εκπαίδευσης για την παγκόσμια ιδιότητα του πολίτη και ο ρόλος του εκπαιδευτικού. Στο: Γεώργιος Νικολάου, Στυλιανή Ν. Τσεσμελή, Κωνσταντίνος Δ. Μαλαφάντης & Ιωάννης Δημάκος (eds), Πρακτικά 11ου Πανελληνίου Συνεδρίου της Παιδαγωγικής Εταιρείας Ελλάδος, Τόμος Α, σελ. 325-333, Παιδαγωγική Εταιρεία Ελλάδας, Πάτρα, 23-25 Νοεμβρίου 2018.

Kosmidis, V.C., Lambrinos, N., 2018. Scaffolding spatial problem solving in science: Guidelines derived from theory and research. *European Journal of Geography*, vol.9, n.4, pp.22-33 (in <http://www.eurogeographyjournal.eu/>)

Ιντζίδου, Γ., Λαμπρινός, Ν., 2019. Διερεύνηση των γνώσεων των μαθητών Δημοτικών Σχολείων στην ψηφιακή χαρτογραφία. Πρακτικά 12ου Διεθνούς Συνεδρίου της ελληνικής Γεωγραφικής Εταιρείας, 1-4 Νοεμβρίου, Αθήνα.

Intzidou G., Lambrinos N., Tourtouras C., Seroglou F. 2021. Metadata: A pedagogical tool for the teaching of map projections in Elementary School. *European Journal of Geography*, vol.12, issue 3, pp. 56-69, <https://doi.org/10.48088/ejg.g.int.12.3.56.69> (doi: 10.48088/ejg.g.int.12.3.56.69)

Vampasidis G., Galani, A., Parcharidis, I., Lambrinos, N., Skordoulis, C., 2021. Spaceborne teaching resources: Critical evaluation of Remote Sensing software packages for upper primary and secondary education. Πρακτικά Εργασιών 12<sup>ου</sup> Πανελληνίου και Διεθνούς Συνεδρίου «Οι ΤΠΕ στην Εκπαίδευση», σ. 176-183, ΠΔΜ, Φλώρινα, 14-16 Μαΐου 2021 (<https://www.etpe.gr/custom/pdf/etpe2732.pdf>)

Βουδρισλής, Ν., Λαμπρινός, Ν., (2021). Γεωγραφική εκπαίδευση και περιβαλλοντική δικαιοσύνη. Πρακτικά 12<sup>ου</sup> Συνεδρίου της ΕΝΕΦΕΤ, Αθήνα, 19-21 Νοεμβρίου.

Ρεπανίδου Ι., & Λαμπρινός Ν. (2022). Η μαγεία της μέτρησης αποστάσεων στους παγκόσμιους ψηφιακούς χάρτες: Πιλοτική εφαρμογή και βιωματικές προσεγγίσεις στην Πρωτοβάθμια Εκπαίδευση. Έρευνα για την Εκπαίδευση στις Φυσικές Επιστήμες και την Τεχνολογία, 2(2). <https://doi.org/10.12681/riste.30667>

Kosmidis, V. C., Lambrinos, N., (2022). Development of the Online Geospatial Problem-Solving Instrument: Investigating Elementary Students' perceptual processes in geospatial problem-solving. EUROGEO, May, 5-7, 2022, Mytilene, Greece

## ΥΠΜ18

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ18	<b>SEMESTER</b>	E - ΣΤ
<b>COURSE TITLE</b>	LANGUAGE TEACHING AND PSYCHOLINGUISTICS: IMPLICATIONS TO PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600251377">https://qa.auth.gr/en/class/1/600251377</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
On the completion of the course students should: Be able to evaluate the theories of literacy acquisition. Understand the different methods of language teaching in first grades of primary school. Combine teaching practices from different methods for a successful teaching. Critically evaluate students' books in order to decide whether its content is appropriate for their students or it needs to be enriched. Combine theoretical approaches with practice.
<b>General competences</b>
<i>Apply knowledge in practice</i> <i>Retrieve, analyse and synthesise data and information, with the use of necessary technologies</i> <i>Adapt to new situations</i> <i>Make decisions</i> <i>Work autonomously</i> <i>Work in teams</i> <i>Generate new research ideas</i> <i>Be critical and self-critical</i> <i>Advance free, creative and causative thinking</i>

## COURSE CONTENT/SYLLABUS

The way language is used in interaction to facilitate communication and the way by which language use shapes learning in school contexts constitute very important topics of discussion in current educational research. Recent work (especially in the field of literacy studies) has illustrated that interaction in school contexts constitutes a complex process of negotiating meanings through the production and interpretation of oral and written texts. Indeed, these texts as well as the way they are used in various social contexts – including school-based ones – cannot be seen as neutral means participants use for conveying information; they rather comprise a system or a set of social practices – a set of literacy practices. Literacy and specifically the notion of school literacy is used in current research in reference to the way in which the activities of reading, writing, speaking and listening relate to each other for the

attainment of specific communicative purposes as well as for the construction of students as specific kinds of literate subjects. In other words, the kinds of texts school regards as important. This course investigates the nature of school literacy by attending to and analyzing the various processes by which the members of a school community, teachers and students, interact with each other; this interaction is mediated by the oral and written texts teachers and students co-construct. As proposed, the kinds of texts school regards as important and the way children participate in various activities concerned with the production and interpretation of texts cannot be seen as neutral. They rather index and constitute a system of positionings against language, knowledge and the world in general. It is through the interlacing of these positionings that students emerge and are shaped as particular kinds of literate subjects with a critical orientation to knowledge.

Additionally, this course outlines and discusses the various proposals that have been outlined in the literature with regard to language teaching. Although the notion of 'language teaching' in the Greek context indexes a very specific orientation to teaching practices, i.e. one that place more emphasis on the structural character of language and its sociolinguistically-conditioned uses, more recent developments advice us that teaching should be analyzed within a wider perspective. This newer perspective foregrounds the notion of critical literacy and attends to the development of students as critical learners.

Critical literacy – i.e. seen as an inquisitive stance against texts but also against the world members of a local community of learners - is analyzed through the various kinds of processes participants in local classroom communities interrelate with each other, created in and through the oral and written texts they co-construct. The course presents the various kinds of difficulties students and teachers confront as they appropriate, negotiate and resist the elements that constitute the nature of school literacy. Among the themes discussed: What do we mean by the notion of 'oral language' and 'oral proficiency'? Through what processes are the metalinguistic and communicative knowledge relate to the acquisition of early reading and writing or with text production? Is oral language a homogeneous entity or can we identify different kinds of oral texts which can be develop din different ways? What is the relationship between oral and written language, and the processes of text production and interpretation? How do text types work? What are the kinds of cognitive, metacognitive strategies that work during the interpretation of various speech and multimodal texts that constitute the threads of meaning in the school context?

Developed in 3 sections, the course discusses in detail the basic theses, terms, assumptions and ideological meanings that have informed the study of language and literacy in school communities. Specifically:

In the first section under the title 'Basic notions' the basic terminology is introduced as regards the study of language as a structure and as a system of use. The various levels of language description are outlined, as well as the units of analysis and the ways linguistic units relate to each other. The emphasis is not on simply outlining these developments but rather on illuminating the way by which these notions can be taken up by teachers to enrich their understanding of the linguistic and communicative competencies with which children come to school.

The second section entitled 'literacy in the preschool and early school years' presents the psycholinguistic theories that have been proposed with regard to early literacy acquisition, outlines the various kinds of competencies constituting emergent literacy and discusses topics on early reading and writing.

In the third section, beginning with early school years, reference is made to the difficulties teachers and students face as they are involved in early reading and writing activities. More specifically, the section entitled 'teaching early reading and writing' outlines the way oral and written language relate to and differ from each other and the way such differences shape children's routes to reading and writing in the early school years. Emphasis is directed to school

practices. The section outlines and critically discusses the various methodological perspectives that have been proposed with regard to early reading and writing.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory Work	10
	Reading Assignment	32
	Exams	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> Written Exam with Short Answer Questions Written Exam with Extended Answer Questions Written Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

A. Αϊδίνης (2012). Γραμματισμός στην πρώτη σχολική ηλικία. Μία Ψυχογλωσσολογική προσέγγιση. Αθήνα: Gutenberg.

Κ. Πόρποδας (2002). Η Ανάγνωση. Πάτρα: Αυτοέκδοση.

F. Smith (2006). Κατανοώντας την Ανάγνωση. Θεσσαλονίκη: Επίκεντρο.

A. Χαραλαμπόπουλος & Σ. Χατζησαββίδης (1997). Η διδασκαλία της λειτουργικής χρήσης της γλώσσας. Θεωρία και πρακτικές εφαρμογές. Θεσσαλονίκη: Κώδικας.

Ντίνας, Κ. & Γώτη, Ε. (2016). Ο κριτικός γραμματισμός στη σχολική πράξη: Αρχίζοντας από το Νηπιαγωγείο. Αθήνα: Gutenberg.

Μήτσης, Ν. (2015) Γραμματική και επικοινωνία. Αθήνα: Gutenberg.

Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2014). Διδασκαλία της γλώσσας. Ιστορία - Επιστημολογία - Αναστοχαστικότητα. Αθήνα: Νεφέλη.

Σαρρής, Μ. (2022). Μάθησης της πρώτης ανάγνωσης και γραφής. Από τη γνωστική ψυχολογία στην εκπαιδευτική πράξη. Θεσσαλονίκη: Δίσιγμα



## ΥΠΜ19 TEACHING MATHEMATICS: BASIC THEORIES AND PRACTICES

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ19	<b>SEMESTER</b>	5 / 6
<b>COURSE TITLE</b>	TEACHING MATHEMATICS: BASIC THEORIES AND PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600251378/M1">https://qa.auth.gr/en/class/1/600251378/M1</a>		

## LEARNING OUTCOMES

**Learning outcomes**

By the end of the course students will demonstrate that they have:

- Extended their understanding of the theoretical approaches in mathematics education and examined the forces that have shaped recent changes in mathematics education in primary school.
- Been able to search and select teaching approaches in mathematics that enhance children's creative learning
- Developed their understanding of foundational mathematics concepts and procedures and their place in the teaching and learning of mathematics.
- Learned to design mathematical activities in primary school that place an emphasis on effective teaching strategies.
- Reflected on the pedagogy of teaching mathematics and on the teaching approaches they use most and least frequently and why.

**General competences**

Apply knowledge in practice  
 Retrieve, analyse and synthesise data and information, with the use of necessary technologies  
 Adapt to new situations  
 Work in teams  
 Generate new research ideas  
 Appreciate diversity and multiculturality  
 Be critical and self-critical  
 Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

This course serves as an introduction to current mathematics education thinking and practice in grades 1-6. In particular, this course focuses on research on the learning of mathematics and is designed to provide students with an understanding of how young children learn mathematics. The following issues are examined:

- What is mathematics? What does it mean ‘to know’ or ‘to do mathematics’?
- Mathematical concepts and ideas. Learning environments for teaching mathematics.
- Major learning theories that have guided mathematics education (behaviourism, constructivism, sociocultural/sociohistorical perspectives)
- Current issues related to the goals, content and programs in mathematics education.
- Teaching and learning in various content domains of the mathematics curriculum in primary school:
  - Number, number sense, representations of number, number systems, number symbolism, counting.
  - Mental computation and estimation
  - Operations - Additive and multiplicative situations, development of children’s additive and multiplicative reasoning, children’s formal and informal strategies.
  - Fractions, decimals, proportions, percentage.
  - Measurement and geometry
  - Problem solving: procedures in problem solving, teaching with problem solving, problem-solving strategies
  - Data analysis and probability

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Yes	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading assignment	30
	Exams	42
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams with both extended and short answer questions	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Βοσνιάδου, Σ. (1998, επιμ.). *Η ψυχολογία των μαθηματικών*. Αθήνα: Gutenberg.

Δεσλή, Δ. (2021). *Οι εκτιμήσεις στη μαθηματική εκπαίδευση*. Αθήνα: Gutenberg.

Desli, D., & Lioliou, A. (2020). Relationship between computational estimation and problem solving. *International Electronic Journal of Mathematics Education*, 15(3). <https://doi.org/10.29333/iejme/8435>

Δεσλή, Δ., & Βασιλά, Α. (2017). Παρουσίαση και σύγκριση του ισχύοντος και του νέου προγράμματος σπουδών των μαθηματικών του δημοτικού σχολείου αναφορικά με τη διδασκαλία της στατιστικής. *Παιδαγωγική Επιθεώρηση*, 63, 46-56.

Desli, D., & Loukidou, H. (2014). Addition and subtraction word problems in Greek Grade A and Grade B mathematics textbooks: distribution and children’s understanding. *International Journal for Mathematics Teaching and Learning* ([www.cimt.plymouth.ac.uk/journal/desli](http://www.cimt.plymouth.ac.uk/journal/desli)) Corpus ID: 124982072

- Deslis, D., & Desli, D. (2023). Does this answer make sense? Primary school students and adults judge the reasonableness of computational results in context-based and context-free mathematical tasks. *International Journal of Science and Mathematics Education*, 21, 71-91. <https://doi.org/10.1007/s10763-022-10250-0>
- Ζαχάρος, Κ. (2006). *Οι μαθηματικές έννοιες στην προσχολική εκπαίδευση και η διδασκαλία τους*. Αθήνα: Μεταίχμιο.
- Hughes, M. (1999). *Τα παιδιά και η έννοια των αριθμών*. Αθήνα: Gutenberg.
- Kamii, C., & De Clark, G. (1995). *Τα παιδιά ξαναεφευρίσκουν την αριθμητική. Προεκτάσεις και εφαρμογές της θεωρίας του Piaget*. Εκδόσεις Πατάκη.
- Kahney, H. (1997). *Λύση προβλημάτων*. Αθήνα: Ελληνικά Γράμματα.
- Καφούση, Σ., & Σκουμπουρδή, Χ. (2008). *Τα μαθηματικά των παιδιών 4-6 ετών*. Αθήνα Εκδόσεις Πατάκη.
- Κολέζα, Ε. (2017). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Gutenberg.
- Κολέζα, Ε. (2006). *Μαθηματικά και σχολικά μαθηματικά*. Αθήνα: Ελληνικά Γράμματα.
- Λεμονίδης, Χ. (2013). *Μαθηματικά της φύσης και της ζωής*. Θεσσαλονίκη: Ζυγός.
- Λεμονίδης, Χ. (2003). *Μια νέα πρόταση διδασκαλίας των μαθηματικών στις πρώτες τάξεις του δημοτικού σχολείου*. Αθήνα: Πατάκης.
- Λεμονίδης, Χ. (1996). *Περίπατος στη μάθηση της στοιχειώδους αριθμητικής*. Θεσσαλονίκη: Αφοι Κυριακίδη.
- Nunes, T., & Bryant, P. (2007). *Τα παιδιά κάνουν μαθηματικά*. Αθήνα: Gutenberg.
- Πολγα, G. (1945). *How to solve it* (μετάφραση στα ελληνικά: Πώς να το λύσω). Princeton: Princeton University Press.
- Smith, S.P. (2003). Representation in school mathematics: Children's representations of problems. In J. Kilpatrick, W.G. Martin & D. Schifter (eds.), *A research companion to principles and standards for school mathematics* (pp. 263-274). Reston, VA: NCTM.
- Τζεκάκη, Μ. (2010). *Μαθηματική εκπαίδευση για την προσχολική και πρώτη σχολική ηλικία*. Θεσσαλονίκη: Ζυγός.
- Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα: προσχολική και πρώτη σχολική ηλικία*. Αθήνα: Gutenberg.
- van de Walle, Lovin, L.H., Karp, K.S., & Bay-Williams, J.M. (2017). *Μαθηματικά από το νηπιαγωγείο ως το Γυμνάσιο*. Αθήνα: Gutenberg.

**TITLE - From Language Teaching to School Literacies: Classroom applications****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΠΜ20	<b>SEMESTER</b>	5 <sup>th</sup> and 6 <sup>th</sup>
<b>COURSE TITLE</b>	From Language Teaching to School Literacies: Classroom applications		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation/Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6265">https://elearning.auth.gr/course/view.php?id=6265</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
Students are expected to: <ul style="list-style-type: none"> <li>• become familiar with the perspectives and frameworks developed in the literature with regard to the teaching of L1 and identify the Discourses on language use and learning each of those perspectives indexes,</li> <li>• be able to read critically the textbooks currently used in the Greek educational system and identify the Discourses underlying and shaping the reading and writing practices proposed,</li> <li>• be able to design new kinds of activities along the lines of the critical literacy paradigm.</li> </ul>
<b>General competences</b>
Apply knowledge in practice Work in teams Make decisions Work autonomously Retrieve, analyze and synthesize data and information with the use of necessary technologies Appreciate diversity and multiculturality Demonstrate commitment to social and ethical issues as well as sensitivity to gender issues Be critical and self-critical Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

This course outlines and discusses the various proposals that have been developed in the literature with regard to the way Greek language and literacy may be taught in school contexts.

Although the notion of ‘L1 teaching’ in the Greek context has been associated with a very specific discourse- which conceptualizes of language and indeed language teaching and learning processes in rather limited terms - this course aims to expand and revisit this discourse by helping students understand the factors making it prevalent in the Greek context. Furthermore, this is discussed vis-a-vis current approaches developed in the literature on the way language, seen as part of semiosis, works in current societies. This new perspective foregrounds the notion of critical literacy and attends to the development of students as critical learners.

After an overview of the various teaching paradigms- namely the structural and the communicative approach, attention is directed to the genre literacy paradigm which is used in the Greek context and is the basis for the designing of the language textbooks currently used in Greek schools. The discussion is directed towards developing a new, critically-oriented paradigm, seen to arise out of the interweaving of different kinds of reading and writing practices used to negotiate ideological meanings.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>		
<b>USE OF ICT</b>	Use of ICT in course teaching Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<i>Activity</i>	<i>Workload (hours)</i>
	Lectures	40
	Group discussions	30
	Study of the literature	20
	Reading assignments	30
	Writing assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b></p> <p>Students are expected to produce an essay, consisting of a theoretical and practical component. In the theoretical part of the essay, students need to engage in a critical review of the pertinent paradigms developed in the literature on language teaching and address the way these have been translated in the Greek context. In the second part, which is of a more practical nature, students are asked to read critically a thematic unit from the textbooks currently used in the Greek context, and provide a thorough analysis of its strengths and weaknesses. On the basis of the results found, they may either (a) redesign this unit – within the currently prevailing in the Greek context genre literacy paradigm - so that the new one meets better the needs of students or (b) design the unit anew through the</p>	

principles of the critical literacy paradigm. In addition, few students are given the opportunity to attend to a series of lessons in Greek classrooms and prepare an essay which they present orally to the rest of the students.

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Κωστούλη, Τρ. (2021). *Το γλωσσικό μάθημα σε τοπικά συγκείμενα: Λόγοι, ταυτότητες, πρακτικές*. Αθήνα: Gutenberg [102-075812]

Επιπλέον βιβλιογραφία

Δενδρινού Β. (2001). «Διδασκαλία της μητρικής γλώσσας». Στο Α.-Φ. Χριστίδης (επιμ., σε συνεργασία με τη Μ. Θεοδωροπούλου), *Εγκυκλοπαιδικός οδηγός για τη γλώσσα*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας, 217-222 (βλ. επίσης [www.lcomvos.edu.gr](http://www.lcomvos.edu.gr)).

Ιορδανίδου, Ά. και Ά. Φτερνιάτη (επιμ.) (2000). *Επικοινωνιακές διδακτικές προτάσεις για το γλωσσικό μάθημα στο δημοτικό σχολείο*. Αθήνα: Πατάκης.

Κουτσογιάννης, Δ. (2017). *Γλωσσική διδασκαλία χθες σήμερα, αύριο: μια πολιτική προσέγγιση*. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.

Ματσαγγούρας, Η.Γ. (2001). *Κειμενοκεντρική προσέγγιση του γραπτού λόγου. Ή αφού σκέπτονται γιατί δεν γράφουν;*. Αθήνα: Γρηγόρης.

Μήτσης, Ν.Σπ. (1996). *Διδακτική του γλωσσικού μαθήματος: Από τη γλωσσική θεωρία στη διδακτική πράξη*. Αθήνα: Gutenberg.

Μήτσης, Ν.Σπ. (2000α). *Στοιχειώδεις αρχές και μέθοδοι της εφαρμοσμένης γλωσσολογίας: Εισαγωγή στη διδασκαλία της ελληνικής ως δεύτερης (ή ξένης) γλώσσας*. Αθήνα: Gutenberg.

Μήτσης, Ν. Σπ., Δ. Θ. Καραδήμας (2007). *Η διδασκαλία της γλώσσας: Επισημάνσεις, Παρατηρήσεις, Προοπτικές*. Αθήνα: Gutenberg.

Τοκατλίδου, Β. (2003). *Γλώσσα, επικοινωνία και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.

Χαραλαμπόπουλος, Α. και Σ. Χατζησαββίδης (1997). *Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: Θεωρία και πρακτική εφαρμογή*. Θεσσαλονίκη: Κώδικας.

## 4.3 ELECTIVE COURSES

ΕΠΜ1

## TITLE ΕΠΜ1 - SOCIAL PSYCHOLOGY AND EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 1	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	SOCIAL PSYCHOLOGY AND EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Ειδίκευσης / Κατεύθυνσης		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek, English, German		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/el/class/1/600256155">https://qa.auth.gr/el/class/1/600256155</a>		

## LEARNING OUTCOMES

## Learning outcomes

In this module the students will practice in viewing at education, at schools not only as “institutions” or “systems”, but also as social spaces, which is produced by the actions of the involved subjects, but simultaneously is producing these subjects.

## General competences

- Εφαρμογή της γνώσης στην πράξη
  - Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών
  - Λήψη αποφάσεων
  - Αυτόνομη εργασία
  - Παραγωγή νέων ερευνητικών ιδεών
  - Άσκηση κριτικής και αυτοκριτικής
- Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

## COURSE CONTENT/SYLLABUS

The course wants to broaden up our perspective on school towards seeing it as living social space where different subjects are acting, working, consequently are creating and are being shaped. Thus, school is at the same time producer and product of social practices through which an important societal contradiction is being articulated/organized: the contradiction between the “need for learning/education” (the development of the individuals) and the “need for power/control” (i.e. the reproduction of the relations and structures of power in society).

The efficient organization/articulation of this contradiction though does not determine absolutely the actions of the (different) subjects in a dichotomical structure “either-or”: either learning and individual growth or reproduction of power. The contradictory character itself is being constituted in a dialectic muddle where both sides exist. The social organization of this contradiction (as the social space called “school”) reserves for the involved subjects always a double-face: constrains and opportunities, hindrances and facilitations, possibilities and exclusions. The subjects have “good reasons” on their own to participate in this social space, but have to face also enforcements.

The module wants to contribute to the discussions within social psychology on the “microphysics” and “micropolitics” of the contradictory everyday life in educational spaces, e.g. schools. In this vein, it wants to make some “micro-incisions” in this everyday life. We want to trace the dialectics, the contradictions in the practices of these different subjects in this social space, focusing on two goals:

- We want to understand, record and research the (virtual and tangible) conflicts in which (and through which) subjects like teacher or students have to remain capable of acting and expand their capabilities.
- We want also understand, record and research the products of this educational (school) regimes and the actions of the subjects.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Διαλέξεις, συζητήσεις, μελέτη, έρευνα	
<b>USE OF ICT</b>	Communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Διαλέξεις	25
	Μελέτη και ανάλυση βιβλίων και άρθρων	15
	Εκπόνηση μελέτης (project)	50
	Συγγραφή εργασίας / εργασιών	60
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Εξουσία και τάξη στο νεοελληνικό σχολείο  
 Κωδικός Βιβλίου στον Εύδοξο: 15386  
 Έκδοση: 3η έκδ./1996  
 Συγγραφείς: Σολομών Ιωσήφ  
 ISBN: 978-960-221-048-2

Μισέλ Φουκώ (2008).  
 Επιτήρηση και τιμωρία.  
 Εκδότης: Κέδρος, Ράππας



## ΕΠΜ2 - KNOWLEDGE ISSUES OF EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM7	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	KNOWLEDGE ISSUES OF EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=5669">https://elearning.auth.gr/course/view.php?id=5669</a>		

## LEARNING OUTCOMES

## Learning outcomes

By the end of the course, students will be expected to

- understand the basic forms of consciousness and their specific participation in the cognitive process
- know the main stages of cognitive process and some typical problems encountered in it
- be able to move from empirical to theoretical thinking
- develop dialectical thinking skills

## General competences

Make decisions  
 Work autonomously  
 Generate new research ideas  
 Be critical and self-critical  
 Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

## 1. THE BIOLOGICAL AND SOCIAL ASPECTS OF CONSCIOUSNESS

Consciousness as a form of psyche.  
 The biological substrate of consciousness.  
 Consciousness and labour. The relationship between theory and action.  
 Idealist and materialist interpretations of consciousness.  
 The development of consciousness in human history.

## 2. SOCIAL CONSCIOUSNESS AND ITS FORMS

To know and to conscientize.  
 The practical form of consciousness (politics, law, ethics).  
 The aesthetic form of consciousness. Art and its pedagogical dimension.  
 Religion as a form of consciousness. The philosophical form of consciousness.

### 3. CONSCIOUSNESS AND PERSONALITY

Consciousness and self-consciousness.

The unconscious aspects of human psyche.

The cognitive and emancipatory dimensions of imagination.

### 4. LANGUAGE AND CONSCIOUSNESS

Language and symbolic - generalizing thinking.

Language as the universal form of communication.

Language and labour activity.

### 5. THE EVERYDAY EMPIRICAL CONSCIOUSNESS

Experience as knowledge. The cognitive limitations of experience.

Experience and mass feelings. Everyday consciousness and dominant ideology. Everyday consciousness and educational purposes.

### 6. THE EVERYDAY EMPIRICAL CONSCIOUSNESS

The inverted forms of consciousness.

The phenomenon of fetishisation of social relations.

The ideas of "human value" and "natural gifts".

Dogmatism as an element of everyday consciousness.

The social and cognitive conditions of overcoming everyday consciousness.

### 7. THE KNOWLEDGE

The concept of knowledge.

The subject and object of knowledge.

The theory of agnosticism.

Kinds of knowledge. Science as advanced knowledge.

The cultural and social significance of the relationship between the sciences of nature and the humanities.

### 8. THE PROCESS OF KNOWLEDGE

Sensual knowledge. Feelings, perceptions, presentations.

The unity of sensual knowledge and intellectual ability.

From sensual knowledge to conceptual thinking. (Concepts, judgments, syllogisms).

### 9. STAGES OF KNOWLEDGE: INTELLECT AND REASON

The place of intellect and reason in the cognitive process.

The cognitive significance of the distinction between phenomena and essence.

The dialectical thought.

### 10. THE ASCENDING OF MIND FROM THE ABSTRACT TO THE CONCRETE

The distinction between abstract and concrete thinking.

The movement of mind from sensual data to abstract concepts.

The ascending of mind from abstract concepts to a concrete system of concepts.

### 11. TRUTH AND FALLACY

Truth and fallacy as moments of the cognitive process. Relative truth, fallacy, absolute truth.

Criteria of truth.

The issue of verifying the acquired knowledge.

**12. KNOWLEDGE AND IDEOLOGY**

Theories about ideology. Ideology and social contradictions.  
Ideology and science. The issue of irrationalism.

**13. KNOWLEDGE AND IDEOLOGY**

Knowledge and authority. Dogmatic thought.  
The problem of dogmatic indoctrination and intellectual manipulation.  
The dominant ideology within the educational system: contradictions and possibilities.

**14. CRITICAL THOUGHT**

Critical thinking in the history of philosophical ideas.  
Cultivating critical thinking as a purpose of education.  
The specific characteristics of critical ability

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face teaching	
<b>USE OF ICT</b>	The course is supported by papers available in electronic form, in the e-learning (Moodle) platform of AUTH	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	14
	Reading Assignment	25
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Π. Παυλίδης, Γνωσιολογικά ζητήματα της παιδείας (διδασκτικές σημειώσεις)

Θ. Βακαλιός, Είναι και συνείδηση. Γνώση και αλήθεια, εκδ. Gutenberg, Αθήνα 1986

Λ. Βυγκότσκι, Σκέψη και γλώσσα, εκδ. «Γνώση», Αθήνα 1993

Α. Λεόντιεφ, Δραστηριότητα, συνείδηση, προσωπικότητα, εκδ. Αναγνωστίδη

Ε. Μπιτσάκης, Θεωρία και πράξη, εκδ. Gutenberg, Αθήνα 2003

Έ. Φίσερ, Η αναγκαιότητα της Τέχνης, εκδ. Θεμέλιο, Αθήνα 1977

**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ5	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	THE INDIVIDUAL AND SOCIETY FROM A SOCIOLOGICAL PERSPECTIVE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=4425">https://elearning.auth.gr/course/view.php?id=4425</a>		

**LEARNING OUTCOMES****Learning outcomes**

The knowledge produced by the science of sociology allows us to understand more fully and in greater depth the social reality we experience as well as ourselves as a social-man subject. The course aims to familiarise students with the way this science interprets and attempts to understand individual social issues or phenomena so that they can complement their existing knowledge of the social and see social reality differently. Furthermore, it attempts to reflect and question the given, criticise the commonly accepted, and understand what happens in their personal lives in historical and social terms, ultimately cultivating a sociological perspective or what Mills called sociological imagination.

The course introduces and examines central sociological concepts, general sociological issues, and specific issues mainly related to contemporary society's problems. Through this first osmosis with the science of sociology, students are allowed to acquire knowledge that will be useful to them both in the broader social context that surrounds them and in the more specific context that they will be called upon to integrate teachers professionally.

Students are expected that within the course, they will:

- understand more fully the concept of the social
- acquire knowledge of the context of the organisation, functioning and change of societies
- understand the factors that contribute to the formation of social attitudes and the regulation of social behaviour
- recognise the broader social structures, the patterns of behaviour of specific groups and the social world that extends beyond explanations based on individual habits, coincidences, and personalities
- become aware of the relationship between experience and the wider society, or an awareness of the connection between the public and private spheres, moving beyond the individual and understanding how structural/social forces influence and shape individuals and actions
- become aware of their potential as socially active subjects in order to encourage their active participation in the context of the social reality around them.

**General competences**

Decision-making

Respect for diversity and multiculturalism  
 Respect for the natural environment  
 Exercising criticism and self-criticism  
 Promotion of free, creative and deductive thinking

**COURSE CONTENT/SYLLABUS**

Sociological perspective and particularities of the discipline of sociology.  
 Terms, concepts, issues of sociology:

- Definition of society - Types of societies and social change
- Social structure and organisation (social positions, social roles, social rules)
- Social institutions
- Social stratification, social mobility, social inequality
- Socialisation and social control
- Stereotypical thinking and prejudices
- Race, ethnicity, gender - racism, nationalism, sexism
- Age discrimination

Childhood - sociology of childhood Modern society - Changes and crises:

- Globalization
- Technology and Mass Media
- Ecology and the environment
- The 'risk society

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	IN COURSE AND IN STUDENT COMMUNICATION	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Reading assignment	35
	Seminars	15
	Exams	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Giddens, A.& Sutton, Ph. W. (2020). Κοινωνιολογία. Αθήνα: εκδ. Gutenberg  
 Berger, P. L. (1985). Πρόσκληση στην κοινωνιολογία. Αθήνα: εκδ. Μπουκουμάνης

## ΕΠΜ8 SOURCES IN HISTORY OF EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ8	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	SOURCES IN HISTORY OF EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Knowledge Deepening / Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600140990">https://qa.auth.gr/en/class/1/600140990</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Students and students will be competent and able to: - be familiar with the stages of historical research, - to design and implement a research project in the field of history of education, - to identify historical sources, - to distinguish among the types of historical sources, - to work critically with primary and secondary historical sources, - to cultivate scientific skills and to analyze written and oral sources
<b>General competences</b>
Make decisions Work autonomously Work in teams

## COURSE CONTENT/SYLLABUS

The course aims to provide students with the basic skills in using historical sources in the field of history of education. The course is structured on the following axes: -The theoretical discussion. Use and exploitation of historical sources. -Categories of historical sources: primary and secondary sources. -Types of historical sources: written, oral, documentary sources. -Search tools and source databases in the field of history of education. -Ways of analysis and critical approach to historical sources. -Application on finding, extraction and processing of sources.
--

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assignment	36

	Field trips and participation in conferences / seminars / activities	20
	Written assignments	16
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<ol style="list-style-type: none"> <li>1. Written exam at the end of the semester.</li> <li>2. Homework.</li> <li>3. Oral presentation of homework.</li> </ol>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**

Burke, P. (2004). *Eyewitnessing. The uses of Images as Historical Evidence* (transl. A. Andreou), Athens: Metaihmio.

Thompson, P. (2002). *The Voice of the Past: Oral History* (in Greek), Athens: Plethron

**Additional bibliography for study**

Mavroskoufis, D. (2005). *Seeking the traces of history. Historiography, Didactics and Historical Sources* (in Greek), Thessaloniki: Kyriakidis Bros.

Repousi, M. - Tsivas, A. (eds) (2011). *From the traces to the witnesses. The elaboration of the historical sources in the history course* (in Greek). Athens: Grafima.

**Journals:**

*Issues on History of Education*

*The Oral History Review*

**TITLE PSYCHOLOGY OF LEARNING ΕΠΜ 10****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΕΠΜ10</b>	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	<b>PSYCHOLOGY OF LEARNING</b>		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Ειδικού Υποβάθρου		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek, English, German		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/el/class/1/600256156">https://qa.auth.gr/el/class/1/600256156</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Εφαρμογή της γνώσης στην πράξη</li> <li>• Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</li> <li>• Λήψη αποφάσεων</li> <li>• Αυτόνομη εργασία</li> <li>• Άσκηση κριτικής και αυτοκριτικής</li> <li>• Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</li> </ul>

**COURSE CONTENT/SYLLABUS**

<p>Education is an integrated and comprehensive process. Nevertheless, we can – for analytical reasons aiming in the understanding of these processes – differentiate discrete perspectives on it, e.g.: the perspective of politics, of administration, of the teaching subject, of the learning subject, etc. The course here will focus on the perspective of the learning subject! The module is organized along questions like:</p> <ul style="list-style-type: none"> <li>• What is “learning” for us, what does “learning” mean to us and for other particular social groups?</li> <li>• When does the interest, the need, the obligation or the coercion for learning result historically, socially, individually?</li> <li>• How can we determine the location, the duration, the subjects, the mode or even the learning content?</li> <li>• What are the subjects, the objects, the social circumstances and the equipment of learning?</li> <li>• What kind of images for the learning individuals, the society and their “route” are contained in these daily perceptions?</li> <li>• What does the term “learning” mean to our daily lives? What does it mean in specific social contexts (e.g. inside the school)? How does the procedure of learning take place?</li> <li>• Perceptions about learning (children, students, teachers)</li> </ul> <p>The course discusses the most influential learning theories:</p> <ul style="list-style-type: none"> <li>• Essentialist approaches</li> <li>• Behaviorist approaches</li> </ul>
--



- Cognitive approaches
  - Constructivist approaches
  - Learning via participation in social practices
- The presentation will reflect on the following 4 questions:
- The image of the learning subject
  - Assumptions about the learning practice
  - The image of the society and social relationships
  - Consequences/ Suggestions for teaching

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Presentations – discussions	
<b>USE OF ICT</b>	Communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Presentations & Discussions	100
	Other	50
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams or essay	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

ΣΤΡΑΤΗΓΙΚΕΣ ΚΑΙ ΠΡΑΚΤΙΚΕΣ ΜΑΘΗΣΗΣ  
 Κωδικός Βιβλίου στον Εύδοξο: 42125236  
 Έκδοση: 1/2014  
 Συγγραφέας: Αθανάσιος Μαρβάκης  
 ISBN: 9789604583072

ΘΕΩΡΙΕΣ ΜΑΘΗΣΗΣ ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟΥΣ  
 Κωδικός Βιβλίου στον Εύδοξο: 21676  
 Έκδοση: 2η έκδ./2009  
 Συγγραφείς: Bigge Morris L., Shermis Samuel S.  
 ISBN: 978-960-16-2566-9

ΚΟΙΝΩΝΙΚΕΣ ΟΨΕΙΣ ΤΗΣ ΜΑΘΗΣΗΣ  
 Έκδοση: 1/2005  
 Συγγραφείς: JEAN LAVE, ETIENNE WENGER  
 ISBN: 960-423-786-1

## TITLE History of Modern Greek Literature

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 11	<b>SEMESTER</b>	4th
<b>COURSE TITLE</b>	History of Modern Greek Literature		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation/Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10699">https://elearning.auth.gr/course/view.php?id=10699</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<ol style="list-style-type: none"> <li>1. Have formed a general overview of the evolution of modern Greek Literature from the beginning of the Greek state until today (1830-20015)</li> <li>2. Have acknowledged the principles and the criteria with which the modern literary canon has been constructed, as well as the continuities, the revolutions and the literary movements that characterize the modern Greek literature.</li> <li>3. Be able to have an opinion on the essential questions and disputes of modern Greek culture.</li> <li>4. Be able to use the basic tools of Modern Greek Literature such as Histories of Literature and Anthologies.</li> </ol>
<b>General competences</b>
<p>Work autonomously          Work in groups          Be critical and self-critical          Advance free, creative and causative thinking</p>

## COURSE CONTENT/SYLLABUS

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Power point for lectures and students's presentations, visual and acoustic documents	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	50
	Reading books and articles	30
	Project	30
	Exam	30
	Tutorials in groups	10

	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>The students assesment will be based on: a) written exam at the end of the semester b) group project on a certain author or group of authors and presentation in class c) group tutorials in the office during the group work. The criteria are: a) master of a general overview of the evolution of modern Greek literature based on study of the bibliography and the attendance of classes b) deeper knowledge and historical valuation of a certain author on whom the project will have been made. The criteria will be announced both in first meeting and on the e-learning platform.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Vitti, Mario, *History of Modern Greek Literature*, Athens, Odysseus, 2016  
 Politis, Linos, *History of Modern Greek Literature*, Athens, Cultural Foundation of National Bank, 2014.  
 Beaton, Roderick, *Introduction to Modern Greek Literature*, Athens, Nefeli, 2010.  
 Dimaras, K. Th., *History of Modern Greek Literature*, Athens, Gnosi, 2000.  
 Apostolidou, Venetia, *Kostis Palamas as a Historian of Literature*, Athens, Themelio, 1994

**TITLE - MODERN GREEK AS A SECOND/ADDITIONAL LANGUAGE: FUNDAMENTALS OF LANGUAGE LEARNING AND TEACHING**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ12	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Modern Greek as a second/additional language: Fundamentals of language learning and teaching		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Modern Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>			

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Upon the completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• explore different contexts for second language learning</li> <li>• explain second language development in the context of different theoretical approaches</li> <li>• refer to the various second language teaching methodologies</li> <li>• use elements of various approaches in their teaching practice in the context of an eclectic approach to teaching</li> <li>• integrate content and language teaching in multilingual classes</li> <li>• to work cooperatively with classmates on lesson planning and other tasks</li> <li>• critically reflect upon their own teaching experiences as learners</li> <li>• use the Common European Framework for Languages as a basis for course design</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Information retrieval, analysis and synthesis with the use of ICT</li> <li>• Decision making</li> <li>• Autonomous Work</li> <li>• Teamwork</li> <li>• Work in an interdisciplinary environment</li> <li>• Respect for multilingualism and multiculturalism</li> <li>• Reflective knowledge and practice</li> <li>• Promotion of free, creative and inductive thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

The course aims to familiarize students with methodological and practical issues related to the teaching of Greek to bilingual/multilingual students. Initially, we discuss concepts such as first and second/ additional language, as well as the concepts of multilingualism and plurilingualism. Subsequently, the course delves into various contexts of second language acquisition, such as immigration, integration into educational systems, studying abroad, classroom-based learning, and more. Reference is made to teaching methods that have been

applied in the teaching of the additional language, with emphasis on content-based language teaching, the task-based approach and the text-based approach. The Common European Framework of Reference for Languages (CEFR) is our next topic, as it is a point of reference for the teaching and assessment of languages inside and outside Europe. Finally, the focus shifts to the teaching of the four skills, listening and speaking, reading and writing, with emphasis on teaching in multilingual and multicultural classrooms and on the combination of language and content.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of LMS (blended learning) Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	45
	Individual study (study of the literature)	35
	Group assignments	67
	Exams	45
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Final exam (100% of the course's grade)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Required**

Κάντζου, Β. & Αντωνίου, Μ. (2024). *Διδάσκοντας τα ελληνικά ως δεύτερη γλώσσα*. Gutenberg.

**Suggested**

Αλεξίου, Θ. Γνωστική εξέλιξη, έφεση και εκμάθηση γλωσσών σε μικρά παιδιά στην Ελλάδα: μια διαφορετική προσέγγιση. *Διαδρομές στη διδασκαλία της ελληνικής ως ξένης γλώσσας* (Διαθέσιμο στη σελίδα: <http://elearning.greek-language.gr/mod/resource/view.php?id=392>)

Αγαθοπούλου, Ε. (2014). Δύο εναλλακτικές μέθοδοι διδασκαλίας Γ2. *Διαδρομές στη διδασκαλία της ελληνικής ως δεύτερης/ξένης γλώσσας. Διαδρομές στη διδασκαλία της ελληνικής ως ξένης γλώσσας*. Διαθέσιμο στη σελίδα: <http://elearning.greek-language.gr/mod/resource/view.php?id=371>

Αντωνοπούλου, Ν., Βογιατζίδου, Σ., & Τσαγγαλίδης, Α. (2013). *Πιστοποίηση Επάρκειας της Ελληνομάθειας. Νέο αναλυτικό εξεταστικό πρόγραμμα*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.

Βαρλοκώστα, Σ. & Τριανταφυλλίδου, Λ. (2003). *Η Ελληνική ως Δεύτερη Γλώσσα: Καθορισμός Επιπέδων Γλωσσομάθειας του Προφορικού Λόγου Αλλοδαπών Μαθητών*. Αθήνα: ΚΕΔΑ (Διαθέσιμο στη διεύθυνση <http://repository.edulll.gr/edulll/retrieve/2683/810.pdf>)

Ζάγκα, Ε. (2014). Τα μοντέλα διδασκαλίας της γλώσσας «με βάση το περιεχόμενο» και η αξιοποίησή τους στη διδασκαλία της δεύτερης και ξένης γλώσσας». *Διαδρομές στη διδασκαλία της ελληνικής ως ξένης γλώσσας* (Διαθέσιμο στη διεύθυνση: <http://elearning.greek-language.gr/mod/resource/view.php?id=273>)

Ιακώβου, Μ. (2014). *Επιμορφωτικός Οδηγός: Γενικές Αρχές Διδασκαλίας της Ελληνικής ως Δεύτερης Γλώσσας (επίπεδα Α1-Β1)*. Θεσσαλονίκη: Πρόγραμμα «Εκπαίδευση Αλλοδαπών και Παλιννοστώντων Μαθητών», Δράση 2 «Ενίσχυση Ελληνομάθειας», Αριστοτέλειο

Πανεπιστήμιο Θεσσαλονίκης. Διαθέσιμο στη σελίδα:  
[http://www.diapolis.auth.gr/diapolis\\_files/drasi1/Epimorfotikos\\_odigos.pdf](http://www.diapolis.auth.gr/diapolis_files/drasi1/Epimorfotikos_odigos.pdf)

Μπέλλα, Σπ. (2007). *Η Δεύτερη Γλώσσα. Κατάκτηση και Διδασκαλία*. Αθήνα: Ελληνικά Γράμματα.

Σκούρτου, Ε. & Κούρτη-Καζούλη, Β. (2016.) *Διγλωσσία και Διδασκαλία Δεύτερης Γλώσσας*. Κάλλιπος. Διαθέσιμο στη διεύθυνση <https://repository.kallipos.gr/handle/11419/6346> .

Χατζηδάκη, Α. (2014). Η ανάπτυξη της ελληνικής ως δεύτερης γλώσσας μέσα στις συμβατικές τάξεις. *Διαδρομές στη διδασκαλία της ελληνικής ως δεύτερης/ξένης γλώσσας*. Διαθέσιμο στη διεύθυνση: [http://www.diapolis.auth.gr/epimorfotiko\\_uliko/index.php/2014-09-06-09-18-43/2014-09-06-09-34-09/33-b1-xatzidaki?showall=1](http://www.diapolis.auth.gr/epimorfotiko_uliko/index.php/2014-09-06-09-18-43/2014-09-06-09-34-09/33-b1-xatzidaki?showall=1)

Χατζηδάκη, Α. (2020). *Διδάσκοντας δίγλωσσα παιδιά*. Αθήνα: Πεδίο.

**TITLE MENTAL HEALTH AND SCHOOLS****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM 14	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>			
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

**LEARNING OUTCOMES****Learning outcomes**

a) they will be able to recognize the historical and cultural dimensions of children's and adolescents' psychosocial well-being b) they will acknowledge the contribution of promotion and early intervention in collaboration with Children and Adolescents Mental Health Services and families c) they will be prepared to apply prevention and promotion programs based on the relational turn in psychology, the communication theories and the reflective praxis, thus contributing to inclusive practices for all students and fighting against social exclusion.

**General competences**

- Apply knowledge in practice
- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Make decisions
- Work in teams
- Work in an interdisciplinary team
- Appreciate diversity and multiculturality
- Be critical and self-critical
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

The module spans the boundary between mental health and education. In doing so, it is hoped that it will provide the information and guidance future teachers need to help pupils identified as having mental health problems. The importance of mental health in children and young people is highlighted by recent concern about increases in children with disruptive behavior being excluded from schools, violence in schools and psychosocial disorders in young people. The module presents issues regarding a) the importance and the prevalence of children's mental health problems, b) critical awareness of diagnoses in terms of children's learning and mental health, c) factors influencing the mental health of children and d) the role of the teachers and the schools in addressing mental health problems. The aims of the module are to increase teachers' awareness of children's psychosocial and psychological problems they may encounter, and of the strategies they might employ to address or/and prevent them in collaboration within the school community, the families and the social and psychological Community services.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	FACE TO FACE	
<b>USE OF ICT</b>	YES	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	82
	Reading Assignment	20
	Seminars	35
	Internship	10
	EXAMS	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Student Assessment methods <ul style="list-style-type: none"> <li>• Written Exam with Short Answer Questions (Formative, Summative)</li> <li>• Written Exam with Extended Answer Questions (Formative, Summative)</li> </ul> Report (Formative, Summative)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- 1) Συλλογικό (2010). Αναστοχαστική Πράξη. Ο αποκλεισμός στο σχολείο. Εκδόσεις Νήσος
- 2) Α. Καλαντζή Αζίζι & Μ. Ζαφειροπούλου ((2011) [Προσαρμογή στο σχολείο, Εκδόσεις Πεδίο]
- Additional bibliography for study
- 1) Watzlawick, P., Beavin-Bavelas, J., & Jackson, D. (1967). Pragmatics of human communication
- 2) The Emotional Experience of Learning and Teaching (Routledge Education Books) Paperback – 1 Jan 1993, by Isca Salzberger-Wittenberg (Author), G. Williams (Author), E. Osborne (Author)
- 3) Saving Normal: An Insider's Revolt against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life, 2014 by Allen Frances



**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ15	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	Sociology of childhood		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6251">https://elearning.auth.gr/course/view.php?id=6251</a>		

**LEARNING OUTCOMES****Learning outcomes**

The aim of the course is the presentation and understanding of issues regarding the concept of childhood, under the sociological perspective. The course focuses on the concept of childhood as a social category, considering the special features, the social formation processes and the changes that distinguish it on the social place and space. Specifically, students are expected to:

- Be familiar with concepts and questions regarding the meaning of childhood, how it is structured and socially constructed, how the relationships between childhood and adulthood are defined
- To acquire knowledge about the changes that have occurred historically, on the importance and the social definition of childhood as well as its modern versions
- To recognize the diversity of childhood overcoming the perception that it is a global, homogeneous and unchanging phenomenon
- Be able to judge the social relevance and impact of both the implementation of programs and policies related to the child, as well as the prevalence of certain scientific and professional discourses articulated around the concepts of child and childhood

**General competences**

Make decision  
 Appreciate diversity and multiculturality  
 Be critical and self-critical  
 Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

Sociology of Childhood: An introduction

- Classic socialization theories:
  - The child as a passive social being
  - child identity
  - Psychoanalytic approach
- Childhood, time and generational relations:
  - Age as a component of the asymmetric power relations between children and adults

- The meaning and significance of generation
- Non-Western societies: socialization and learning practices through initiation ceremonies - examples
- The historical and social view of childhood
- Childhood as a construction of modern societies
- the "disappearance" of childhood
- The new sociology of childhood
- The child as active social being
- The structural approach to the sociological study of childhood
- Social control and children's rights
- Childhood as an intervention and regulation field
- The school as an institution of symbolic control and manipulation of childhood
- The Convention on the Rights of the Child
- Divergent forms of childhood (children workers, bullies children, street children, child soldiers)

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	In communication with students In course teaching	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Reading assignment	35
	Seminars	15
	Exams	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Jenks, Ch. Childhood, F. Kougioumoutzaki (ed), 2020 Gutenberg  
 Makrinioti, D. (ed.), Childhood, 1997, Nisos  
 Makrinioti, D. (ed.), Childhood worlds 2003, Nisos

## ΕΠΜ16 - PHILOSOPHY OF EDUCATION

ΕΠΜ16

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ16	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	PHILOSOPHY OF EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL)</b>	<a href="https://elearning.auth.gr/course/view.php?id=5668">https://elearning.auth.gr/course/view.php?id=5668</a>		

## LEARNING OUTCOMES

## Learning outcomes

By the end of the course, students are expected to be able to reflect on education in the light of philosophical conceptions of the meaning and purpose of human life  
to be acquainted with the philosophical analysis of educational aims and ideals  
to understand the relationship between education and the becoming of personality  
to understand the ethical dimensions of pedagogical relationship  
to be acquainted with the conceptual tools for critical assessment of the problematic educational practices

## General competences

Make decisions  
Work autonomously  
Generate new research ideas  
Appreciate diversity and multiculturalism  
Be critical and self-critical  
Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

- 1 Introduction. The importance of philosophical reflection about education. Philosophy as a form of consciousness, as worldview and ideology. The examination of education in the context of the totality of human existence.
2. Philosophy of education as theory of educational aims. The importance and necessity of educational aims. Social ideal and educational aims. The perception of philosophy of education in the analytical philosophical tradition - critical remarks.

3. The preconditions of education. The specificity of human nature. Theories on human nature. The biological aspects of personality. The problem of biological reductionism. The measurement of intelligence and the quantitative perception of human abilities.
4. The relationship between parents and children. Edification and education. Discipline and freedom. Language learning as the primary appearance of education.
5. The essential side of education. Labour as the essence of social totality. Education as formation of man's labour skills. The historical interrelation between labour and education.
6. Knowledge and education in conditions of alienated labour. The enslaving division of labor and the formation of the commodity "labor power". Alienated labour and culture. The phenomenon of *semi-education*. Alienated labour and educational assessment.
7. Post-industrial trends of labour and the capitalist "knowledge society". The development of the social character of labour and the perspectives of education.
8. Education in the light of emancipated labour. Mature labour as a creative cultural activity. Education as an all-round development of consciousness and personality. Critical examination of the perception of education in functionalism and "human capital" theory. The ideal of "liberal education" - the historical and social limits of the humanist philosophical tradition.
9. Man as a personality and the necessity of education. Education as formation of consciousness. Consciousness and personality. The educational dimension of the bond between knowledge and consciousness. The issue of the unity between *natural sciences and humanities*. The crisis of consciousness and the decline of personality. Critical examination of the postmodern perceptions of knowledge and education.
10. The formation of personality as the "end" of education. Types of personality and attitudes towards education. The ideal of the all-round developed personality. Development and pedagogy: the ideas of Rousseau, Dewey, Montessori, Hegel, Vygotsky.
11. Pedagogy as a relationship between personalities. The problem of authority and the "authoritative" dimension of education. The pedagogical relationship in front of technocratic challenges. The de-schooling theory of Ivan Illich.
12. Pedagogy as a relationship between personalities. The pedagogical ethos. Education and personality in the humanistic-existential tradition. Pedagogical implications of humanistic psychology. Paulo Freire's theory of dialogic education and critical *conscientization*.
13. The liberal theory of man and the aims of education. The issue of individual's autonomy. The liberal ideal of education for citizenship and democracy. The liberal perception of multiculturalism and intercultural education.
14. The aims of education and the *contradictions* of modern civilization. The post-modern depreciation of educational aims. Education in the light of the fundamental trends of social development. Education and social progress.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face teaching	
<b>USE OF ICT</b>	The course is supported by papers available in electronic form, in the e-learning platform of AUTH	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	14
	Reading Assignment	25
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Pavlidis, P. *Philosophy of Education* (Course notes, in Greek)  
 Παυλίδης, Π. *Η γνώση στη διαλεκτική της κοινωνικής εξέλιξης*. Επίκεντρο. Θεσσαλονίκη, 2012.
- Βαζιούλιν, Β.Α. *Η Λογική της Ιστορίας*, Ελληνικά Γράμματα, Αθήνα, 2004  
 Βώρος, Φ. *Η φιλοσοφία της εκπαίδευσης*, Έκδοση «Εκπαιδευτικού Συνδέσμου», Αθήνα 1997.
- Καζεπίδης Τ., *Η φιλοσοφία της παιδείας*, Βάνιας, Θεσσαλονίκη 1998  
 Καρακατσάνης Π., *Φιλοσοφία της παιδείας*, Αλεξανδρούπολη 1997  
 Κουμάκης Γ.Χ., *Θεωρία και φιλοσοφία της παιδείας*, εκδ. Τυπωθήτω, Αθήνα 2001.  
 Mueller G., Bargeliotis L., *Φιλοσοφικά θεμέλια της παιδείας*, εκδ. Έννοια, Αθήνα 2004.  
 Τζαβάρας Γ. *Προβλήματα φιλοσοφίας της παιδείας*, Ρέθυμνο 2000.  
 Adorno Th., *Η θεωρία της ημιμόρφωσης*, Αλεξάνδρεια, Αθήνα 2000.  
 Marples R. (επ.), *Οι σκοποί της εκπαίδευσης*, Μεταίχμιο, Αθήνα 2003.  
 Savater F., *Η αξία του εκπαιδύειν*, Ελληνικά Γράμματα, Αθήνα 2004.  
 Brubacher J.S. *Modern Philosophies of Education*, McGraw-Hill, NY, 1968.  
 Bowen J., Hobson P.R., (ed.), *Theories of Education*, J.Wiley and Sons Australasia Pty Ltd, 1974.  
 Sarup M., *Marxism and Education*, Routledge and Kegan Paul, 1978.  
 Usher, R, Edwards, R, *Postmodernism and Education*, Routledge, London and New York, 1994.

**TITLE: BILINGUALISM AND EDUCATION****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ18	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	BILINGUALISM AND EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Modern Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>			

**LEARNING OUTCOMES****Learning outcomes**

Upon the completion of the course, students are expected to:

- understand and discuss different definitions of bilingualism
- discriminate between societal and individual bilingualism
- discuss issues of linguistic diversity in the Greek context
- understand the basic issues of bilingual education
- be familiar with the language support structures offered by the Greek educational system

**General competences**

- Information retrieval, analysis and synthesis with the use of ICT
- Decision making
- Autonomous Work
- Teamwork
- Work in an interdisciplinary environment
- Respect for multilingualism and multiculturalism
- Reflective knowledge and practice
- Promotion of free, creative and inductive thinking

**COURSE CONTENT/SYLLABUS**

This course is an introduction to the study of bilingualism as an individual and societal phenomenon. The course content comprises three interrelated components: A) social bilingualism, b) individual bilingualism, c) bilingualism and education. With regard to the first component, readings and discussion will focus on bilingualism as a global phenomenon, language shift and language maintenance, endangered languages, and issues of linguistic diversity in Greece. In the area of individual bilingualism, a distinction will be made between simultaneous and sequential bilingualism, as well as between early and late sequential bilingualism. The class will also examine bilingual language development and the factors influencing it. Special emphasis will be given on the research regarding the impact of

bilingualism on cognition. The class will also examine how bilinguals use their full linguistic repertoire (code switching, code mixing, translanguaging) in response to the demands for social action. Finally, models of bilingual education will be presented, with an emphasis on Cummins' views on the issue. Moreover, the class will discuss the educational provision for bilingual students in Greece, as well as the large-scale educational programs for bilingual students attending Greek schools, funded by the Greek state. A crucial component of this course is students' familiarization with languages spoken in Greece.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of LMS (blended learning) Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	40
	Individual study (study of the literature)	55
	Group assignments	22
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written final exam (100% of the final grade) Optional extra grade opportunity: a limited number of students will be offered the opportunity to delve into language systems spoken in the Greek context and present them in class.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Required**  
 Baker, C. (2001). *Εισαγωγή στη διγλωσσία και τη δίγλωσση εκπαίδευση*. Αθήνα: Gutenberg.  
 Σελλά-Μάζη, Ε. (2016). Η Διγλωσσία στην Ελλάδα. [Κεφάλαιο Συγγραμματος]. Στο Σκούρτου, Ε., Κούρτη-Καζούλλη, Β., Σελλά-Μάζη, Ε., Χατζηδάκη, Α., Ανδρούσου, Α., Ρεβυθιάδου, Α., Τσοκαλίδου, Π. 2016. *Διγλωσσία & Διδασκαλία της Ελληνικής ως Δεύτερης Γλώσσας*. [ηλεκτρ. βιβλ.] Αθήνα: Σύσδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Κεφ 2. <http://hdl.handle.net/11419/6345>

**Suggested**  
 Bernstein, K. A., & Hamman-Ortiz, L. (2019). Bilingualism and multilingualism. In S. Laviosa, & M. G. Davies (Eds), *The Routledge handbook of translation and education* (pp. 11-28). Routledge.  
 Bhatia, T. K., & Ritchie, W. C. (Eds.). (2013). *The handbook of bilingualism and multilingualism*. Oxford, England: Wiley Blackwell.  
 Gkaintartzi, A. & Tsokalidou, R. (2011). She is a very good child, but she doesn't speak. *Journal of Pragmatics*, 43(2), 588-601.  
 Gogonas, N. (2009). Language Shift in Second Generation Albanian Immigrants in Greece. *Journal of Multilingual and Multicultural Development*, 30(2), 95-110.  
 Gogonas, N. (2010). *Bilingualism and Multiculturalism in Greek Education: Investigating Ethnic Language Maintenance among Pupils of Albanian and Egyptian Origin in Athens*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.  
 Romaine S. (1995). *Bilingualism*. Oxford: Blackwell.

## EPM 19- CONTEMPORARY APPROACHES TO CHILDREN'S LITERATURE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM 19	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	CONTEMPORARY APPROACHES TO CHILDREN'S LITERATURE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<ul style="list-style-type: none"> <li>- Slide presentations</li> <li>- Multimedia</li> <li>- Book</li> </ul>	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek, French, English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

**Learning outcomes**

The aim of this course is to develop critical literacy in children's literature, study of modern theoretical approaches, as well as its thematic and narrative choices and priorities. The individual learning objectives of the course include the following:

- Familiarity with the theoretical searches for modernity, intertextuality and metafiction in contemporary children's literature.
- Analysis of the relationship between ideology and children's literature.
- Recognition of stereotypes in literature.
- Identifying the narrative techniques responsible for constructing or reproducing specific ideologies about identity and otherness.
- Issues of otherness in children's books: gender, race/ethnicity, religion, social/class, physical and intellectual prowess.
- Approaches to the literary constructions of otherness for children through Greek and international children's literature.
- The concept of multiculturalism, definition of its content in children's literature.
- Critical approach and evaluation of children's books that promote interculturalism.
- Analysis of the theoretical research and study of the topic concerning the connection between children's book with the Holocaust.

**General competences**

- Critical analysis of the theory of children's literature. Application of knowledge in practice
- Search, analysis and synthesis of data and information, using the necessary ICT technologies
- Adaptation to new situations
- Works in teams
- Work in an interdisciplinary environment
- Production of new research ideas
- Respect for diversity and multiculturalism
- Be critical and self-critical
- Promotion of free, creative and inductive thinking



**COURSE CONTENT/SYLLABUS**

1. Introduction to the course content. Brief historical and sociological issues of children's literature. Concept, content and peculiarities of children's literature. Literature and its relationship with children's Literature.
2. Theories and criticism of contemporary children's literature. The intended reader and the child reader. The inherent issues of the genre.
3. Ideology and Children's Literature. What is ideology and how it relates to narrative modes addressed to children.
4. Novelty, metafiction and intertextuality in children's literature.
5. Humor, twists and biases.
6. The image in the children's book and its ideological codifications.
7. Censorship, selection and children's book. Political correctness/Political Correctness
8. Stereotypes in children's literature. Racial, class, cultural stereotypes. Multiculturalism and children's literature.
9. Children's literature and gender stereotypes.
10. The other in children's literature. Identity and otherness.
11. The Holocaust in children's literature I. Theoretical issues
12. The Holocaust in children's literature II. In Greece and the world.
13. Contemporary thematic searches in children's literature: a. depictions of interpersonal relationships and individual problems (losses and death, divorce, parent-child relationships, love and sexuality, disability, old age), b. problems of the wider social environment (racism, war, violence, terrorism, drugs, immigration, refugees, historical issues), c. general humanitarian and universal issues (peace, ecology, science, technological development, acceptance of diversity).

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Course Teaching</li> <li>- Use of ICT in Communication with Students</li> <li>- Use of ICT in Student Assessment</li> </ul>	
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Seminars	15
	Study and analysis of books and articles	35
	Exams	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>For the academic year 2024-2025, through written exams. For those who are interested, there will also be the possibility of optional written work, reinforcing the grade, if in the exams the written paper covers the basis of five (5). A written assignment is expected for Erasmus students.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**a. Course Bibliography (Eudoxus)**

- Κανατσούλη Μ. (2004). *Ιδεολογικές διαστάσεις της παιδικής λογοτεχνίας*, Αθήνα: Τυπωθήτω/Δαρδανός.
- Κανατσούλη Μ. (2008). *Ο ήρωας και η ηρωίδα με τα χίλια πρόσωπα*, Αθήνα: Gutenberg.

**b. Additional bibliography for study**

- Αμπατζοπούλου, Φρ. (2020). Ο άλλος εν διωγμώ. Η εικόνα του Εβραίου στη λογοτεχνία και τον κινηματογράφο. Αθήνα: Πατάκης.
- Αποστολίδου Β. (2013). Ολοκαύτωμα και εφηβικός έρωτας στη Τζιοκόντα του Νίκου Κοκάντζη, Ηλεκτρονικό Περιοδικό Κείμενα, 17.
- Auerbacher, Inge. I Am a Star: Child of the Holocaust. New York: Puffin, 1986.
- Baer, Elizabeth Roberts (2000). 'A New Algorithm in Evil: Children's Literature in a Post-Holocaust World', The Lion and the Unicorn 24.3, pp. 378-401.
- Cai, M., Multicultural Literature for Children and Young Adults: Reflections on Critical Issues. Westport, Greenwood Press, 2002
- Γαβριηλίδου, Σ., «Περιθωριακοί χαρακτήρες στη σύγχρονη ελληνική εφηβική λογοτεχνία», στο Κανατσούλη, Μ. & Πολίτης, Δ. (επιμ.), Από την ποιητική της εφηβείας στην αναζήτηση της ερμηνείας της, Αθήνα, Πατάκης, 2010, 291-316.
- Γαβριηλίδου Σ. (2013). Rosa Bianca, Ηλεκτρονικό Περιοδικό Κείμενα, 17.
- Gavriilidis, S., "Multicultural Children's Literature", Πολύδρομο/Polydromo (ερευνητικό υλικό), 2011, [http://www.polydromo.gr/Yliko\\_epistimoniko.html](http://www.polydromo.gr/Yliko_epistimoniko.html)
- Γιαννικοπούλου, Α. (2018). Η αναπηρία στο εικονογραφημένο βιβλίο, Ηλεκτρονικό Περιοδικό Κείμενα, 27.
- Γουλής, Δ. (2013). «Αναπαραστάσεις Τουρκοκυπρίων σε έργα κυπριακής παιδικής λογοτεχνίας», Ηλεκτρονικό Περιοδικό Κείμενα, 16.
- Γουλής, Δ. (2013). «Η σιωπή της Ρουθ και η φωνή της Ρεβέκκας: εικόνες Εβραίων και απόηχοι της Shoah στην ελληνική λογοτεχνία για παιδιά και νέους», Ηλεκτρονικό Περιοδικό Κείμενα, 17.
- Γουλής, Δ., (2020), «Η επινόηση της μνήμης και η κατασκευή της αφήγησης στις ναζιστικές δυστοπίες: αφηγηματολογικές τεχνικές, σημειολογικές παρατηρήσεις και ιδεολογικές επισημάνσεις σε λογοτεχνικές και κινηματογραφικές αφηγήσεις», στο Γεωργοπούλου Ελ, Πάγκαλος, Ι. (επ.), Μνήμη και Αφήγηση. Διεπιστημονικές προσεγγίσεις, εκδ. Κυριακίδη, Θεσσαλονίκη 2020, 123-144.
- Ζερβού, Α. (2015), Επικαιροποίηση και συμβολοποίηση: η αφήγηση του Β' Παγκοσμίου Πολέμου για τους νεαρούς αναγνώστες του εικοστού πρώτου αιώνα και η περίπτωση του Erich –Emmanuel Schmitt. Ηλεκτρονικό Περιοδικό Κείμενα, 31.
- Ζερβού, Α. (2021), Εξιτορώντας την προσφυγιά και την αναγκαστική μετανάστευση στα παιδικά βιβλία - Υπερβαίνοντας την παιδαγωγική λογοκρισία, Ηλεκτρονικό Περιοδικό Κείμενα, 31.
- Hamaide, Eléonore (2006). 'La représentation des enfants juifs dans la littérature jeunesse'. In Les enfants de la Shoah (Sous la direction de Jacques Fijalkow). Paris, Éditions de Paris et Fondation pour la mémoire de la Shoah, pp. 147-160.
- Κανατσούλη, Μ. (2011). Εναλλακτικές μορφές οικογένειας στη σύγχρονη παιδική λογοτεχνία για μικρές ηλικίες παιδιών, Ηλεκτρονικό Περιοδικό Κείμενα, 11.
- Κανατσούλη, Μ., "Διδάσκοντας πολυπολιτισμική παιδική λογοτεχνία", στο Καλογήρου, Τ. & Λαλαγιάννη, Κ. (επιμ.), Η λογοτεχνία στο σχολείο. Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές στην Πρωτοβάθμια Εκπαίδευση (επιμέλεια), Τυπωθήτω-Γιώργος Δαρδανός 2005, 79-90.
- Κανατσούλη Μ. (2013). Ολοκαύτωμα και λογοτεχνία για μικρά παιδιά: μια ασυμβίβαστη συνύπαρξη; Ηλεκτρονικό Περιοδικό Κείμενα, 17.
- Καρακίτσιος Α., (2013). Οι αναπαραστάσεις του Εβραίου στην παιδική λογοτεχνία. Κυνηγώντας τις λέξεις και τα νοήματα. Ηλεκτρονικό Περιοδικό Κείμενα, 17.

- Kertzer, Adrienne. "Do You Know What "Auschwitz" Means?" Children's Literature and the Holocaust." *The Lion and the Unicorn* 23.2 (1999): 238–56.
- Kimmel, Eric. "Confronting the Ovens: The Holocaust and Juvenile Fiction." *Horn Book Magazine* 53 (1977): 84–91.
- Muallem, Miriam, and Frances A. Dowd. "Model Criteria for and Content Analysis of Historical Fiction about the Holocaust for Grades Four through Twelve." *Multicultural Review* 1.2 (April 1992): 49–55.
- Οικονομίδου, Α. (2004). Τελικά, τα αγόρια κλαίνε; Έμφυλες ταυτότητες στη λογοτεχνία για μικρές ηλικίες: μία πρώτη προσέγγιση, Ηλεκτρονικό Περιοδικό Κείμενα, 1.
- Οικονομίδου, Α., «Η ενηλικίωση του βλέμματος: το παιδί αναγνώστης μεταξύ εικόνας και κειμένου», στο Καλογήρου, Τζ. (επιμ.), Το εικονογραφημένο βιβλίο δεν είναι μόνο για παιδιά, Αθήνα, Παπαδόπουλος, 2006, 59-85.
- Παπαρούση, Μ., «Οι Έλληνες 'οικείοι ξένοι': Εικόνες Τσιγγάνων στη σύγχρονη ελληνική παιδική πεζογραφία», π. Διαδρομές, τχ. 9-10 (2003): 27-39.
- Πέτκου Ε. (2008). Ο θάνατος στην παιδική λογοτεχνία. Ηλεκτρονικό Περιοδικό Κείμενα, 7. περ. Κείμενα, τχ. 9, αφιέρωμα τεύχους: Μαύρο και Λευκό: Ο Φυλετικός Ρατσισμός στο Σύγχρονο Βιβλίο για Παιδιά (υπεύθυνη αφιερώματος Τζίνα Καλογήρου), με μελέτες των Αγγελική Γιαννικοπούλου, Κανατσούλη Μένη, Τσιλιμένη Τασούλα – Νταβλαμάνου Ελένη, Pinsent Pat, κ.ά., στην ηλεκτρονική διεύθυνση <http://keimena.ece.uth.gr>
- Russell, David L. "Reading the Shards and Fragments: Holocaust Literature for Young Readers." *The Lion and the Unicorn* 21.2 (1997): 267–80.
- Σηφάκη, Ευγ. (2019), Ερωτήματα για την παιδική προσφυγική λογοτεχνία, Ηλεκτρονικό Περιοδικό Κείμενα, 30.
- Sullivan, Edward T. *The Holocaust in Literature for Youth: A Guide and Resource Book*. Lanham, MD: Scarecrow P, 1999.

**TITLE: Language development****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ23	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Language development		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Upon completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>describe how language develops, in terms of phonology, morphology, syntax, vocabulary, and communication skills, with emphasis on the features characteristic of each stage,</li> <li>refer to the theories that attempt to explain language development,</li> <li>recognize how education shapes the development of language.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>Autonomous Work</li> <li>Work in an interdisciplinary environment</li> <li>Respect for multilingualism and multiculturalism</li> <li>Promotion of free, creative and inductive thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

<p>The aim of the course is to introduce students to the field of language development. During the course, the communicative, biological and cognitive development during infancy is presented. Next, the course delves into the typical language acquisition of preschoolers. We'll explore how they master sounds (phonology), word structure (morphology and syntax), and meaning (semantics). We'll also see how they use language effectively to communicate. Finally, the course will shift its focus to later language development during school years, and we will discuss the connection between education and language learning. Finally, the course presents and discusses the theories that have been proposed and which aim to explain the observed developmental course but also to form the basis for the formulation of testable hypotheses.</p>
--

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face
<b>USE OF ICT</b>	Use of ICT in Course Teaching

	Use of LMS (blended learning) Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	40
	Individual study (study of the literature)	55
	Group assignments	22
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written final exam (100% of the final grade) Optional extra grade opportunity: a limited number of students will be offered the opportunity to delve into language systems spoken in the Greek context and present them in class.	

### SUGGESTED READING LIST/ BIBLIOGRAPHY

#### Required

Berko Gleason J. & Bernstein Ratner N. (2024). *Η ανάπτυξη της γλώσσας* (Μετάφραση Μπόμπολας, Σ. Επιμέλεια Ξυδόπουλος, Γ.). Πατάκης.

#### Suggested

Ambridge, B., & Lieven, E. (2011). *Child language acquisition: Contrasting theoretical approaches*. Cambridge University Press.

Bavin, E. (2009). *The Cambridge Handbook of Child Language*. Cambridge University Press.

Blom, E. & Unsworth, S. (2010). *Experimental Methods in Language Acquisition Research*. University of Amsterdam / Utrecht University.

Cook, V. & Singleton, D. (2014). *Key Topics in Second Language Acquisition*. Multilingual Matters.

Herschensohn, J. (2007). *Language development and age*. Cambridge: Cambridge University Press.

Hoff, E. & Shatz, M. (2007). *Blackwell handbook of language development*. Blackwell.

Hoff, E. (2009). *Language Development* (4<sup>th</sup> ed.). Wadsworth/Cengage Learning.

Nippold, M. A. (2007). *Later Language Development: School-Age Children, Adolescents, and Young Adults* (3rd Edition). Austin: ProEd.

Ochs, E. & Schieffelin, B.B. (1984). Language acquisition and socialization: Three developmental stories. In R.A Shweder & R.A LeVine (eds.). *Culture Theory: Essays on Mind, Self, and Emotion* (pp. 276-320). Cambridge University Press.

Olson, D.R. and Torrance, N. (eds.) (2009). *The Cambridge Handbook of Literacy*. Cambridge University Press.

Owens, R. (2012). *Language Development: An Introduction* (8th edition). Pearson.

Perera, J., Aparici, M., Rosado E. & Salas N. (eds.) (2016). *Written and Spoken Language Development across the Lifespan: Essays in Honour of Liliana Tolchinsky*. Springer.

Slaughter, V. (2014). Theory of Mind and Language Development. In Patricia J. Brooks & Vera Kempe (eds.) *Encyclopedia of Language Development*. Sage.

Stein, N. (1992). Η ανάπτυξη της ικανότητας των παιδιών να λένε ιστορίες. Στο Σ. Βοσνιάδου (επιμ.), *Κείμενα εξελικτικής Ψυχολογίας*, 1ος τομ. (σελ. 113-136). Gutenberg.

Unsworth, S. (2013). Current Issues in Multilingual First Language Acquisition. *Annual Review of Applied Linguistics* 33, 21-50.

Γαβρηλίδου, Ζ. (2003). Φωνητική Συνειδητοποίηση και Διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας. Τυπωθήτω.

Κατή, Δ. (1989). Γλωσσική ανάπτυξη. Στο *Παιδαγωγική ψυχολογική εγκυκλοπαίδεια*. Ελληνικά Γράμματα, σελ. 1134-1137.

Μότσιου, Ε. (2014). *Εισαγωγή στην ανάπτυξη της γλώσσας*. University Studio Press.

Νικολόπουλος, Δ. (2008). *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Τόπος.

## ΕΠΜ24 CONTEMPORARY PEDAGOGICAL MOVEMENTS AND IDEAS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ24	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	CONTEMPORARY PEDAGOGICAL MOVEMENTS AND IDEAS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek / English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600155791">https://qa.auth.gr/en/class/1/600155791</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon the completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>• Be aware of the most important pedagogical movements from the 18th century to date</li> <li>• Be able to recognize and explain the different perceptions of the purpose and meaning of education that prevailed during that period</li> <li>• To highlight and discuss critical and coherent arguments about the modern purposes and the meaning of education nowadays</li> <li>• To communicate clear historical pedagogical concepts and ideas</li> <li>• Understand and interpret pedagogical ideas within their broader ideological political and socio-economic context</li> <li>• Have sufficient knowledge of the approaches that have prevailed in relation to teaching and learning</li> <li>• Be able to recognize and explain the patterns of continuity and change in relation to teaching and learning</li> <li>• Describe the different views that prevailed in the modern period regarding the profession of teacher</li> <li>• Be able to describe the basic ideological and socio-cultural factors that have led to different approaches to access to education</li> <li>• Have sufficient knowledge and understanding of their basic principles and views on education reform</li> </ul>
<b>General competences</b>
<p>Work in teams Advance free, creative and causative thinking</p>

## COURSE CONTENT/SYLLABUS

<ul style="list-style-type: none"> <li>- The field of Historical Pedagogy</li> <li>- Epistemological developments and the autonomy of the field of education sciences</li> <li>- Approaches to the social history of the school system</li> <li>- Erasmus. Christian Humanism</li> <li>- The idea of the general folk school in Ratke and Comenius</li> <li>- The child's natural development in the work of Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Wilhelm Froebel.</li> </ul>
--

- The foundation of pedagogical science by Johann Friedrich Herbart (Herbartianism and Neo-Herbartianism)
- The Progressive Education Movement (Dewey, Kilpatrick, Counts)
- The Institutional Education of Célestin Freinet
- The movement for the New School in Europe (Kerschensteiner, Gaudig, Ferrière)
- The proposal of socialist education (Makarenko, Suxomlinski)
- The anti-authoritarian movement and the Summerhill school
- The effect of psychology on education (Vygotsky, Piaget, Bruner)
- Critical Pedagogy and Paulo Freire
- The controversy on the school and the deschooling proposals of Goodman and Illich

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assignment	39
	Written assignments	30
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Description</b> Students' assessment is based on: i) a written examination on subjects related to the modules that will be developed during the course and are defined in three levels of difficulty (knowledge, skills, competencies) as described in the "learning outcomes"(60%) and (ii) student's work. The evaluation of the works reports the content, the organization and the process of their presentation and the text, 8 to 10 pages, which is required to meet the specifications of the scientific technology and will be delivered at the last meeting of the semester.</p> <p><b>Student Assessment methods</b> -Written Exam with Extended Answer Questions (Summative) - Written Assignment (Formative) - Performance / Staging (Formative)</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**  
Hofstetter Rita, Schneuwly Bernard (edits), Karakatsani Despoina (transl.) (2005). *New Education and Educational Sciences* (in Greek), Athens: Metaihmio.  
Houssaye J. (2000). *Quinze pédagogues, leur influence aujourd'hui* (in Greek), Athens: Metaihmio.

**Additional bibliography for study**  
Bertrand Y. (2003). *Contemporary Theories and Practice in Education*, Atwood Publishing.  
Carr W., Kemmis S. (1997). *For a Critical Educational Theory* (in Greek), Athens: Kodikas.  
Reble, A. (1990). *History of Pedagogy* (in Greek), Athens: Papadimas.  
Grollios, G. (2011). *Progressive education and curriculum* (in Greek), Athens: Epikentro.



**-Journals:**

History of Education Quarterly

Paedagogica Historica. International Journal of the History of Education

**-Sites**

<https://www.he.duth.gr/sharedhistories/>

## TITLE PSYCHOSOCIAL IDENTITIES AND MEDIA

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM 28	<b>SEMESTER</b>	4 <sup>TH</sup> SEMESTER
<b>COURSE TITLE</b>	PSYCHOSOCIAL IDENTITIES AND MEDIA		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

**Learning outcomes**

Provides students with opportunities to negotiate the media's impact on children and adolescents.

Encourages learning, critical understanding, debate and conversation about films and media and the issues and emotions they raise.

Provides ways of critical reflection regarding issues of consent and access to films and media e.g., by using argumentation regarding violence and sexuality

Discusses issues of students as digital natives in new media and the school staff's professional status

Enables students to reflect on students' construction of psychosocial identities by using film and media as a vehicle for their own creativity and formation of social relationships.

Provides opportunities to refresh students' thinking on ways in which they can use technology to create meaning within the school communities

It maps out the ways of youth cultural digital resources as part of every child and young person's educational experience

**General competences**

Apply knowledge in practice

- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Make decisions
- Work in teams
- Work in an interdisciplinary team
- Appreciate diversity and multiculturality
- Be critical and self-critical
- Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

The course outlines an approach to building resilience to ensure psychosocial wellbeing and inclusive practices for all students (both children and adolescents), at the community level, based on empowerment of young people and using media education, filmmaking and/or participatory video tools as a means for youth-led advocacy. As an attempt for a new

approach to address the challenges deriving from social, ethnic, linguistic and cultural diversity, this module aims to understand if media education is an effective process through which groups of young people could gain knowledge about psychosocial formation of identity and transition regarding their impact upon their psychosocial wellbeing; research and learn about global/local causes and solutions; gain media education skills (specifically critical awareness of media representations and video documentary skills); and get awareness of ways of engagement with stakeholders (educational staff, mental health and social policy services, NGO's ) in order to advocate for adaptation and psychosocial resilience enhancement. Finally, the module tests out the efficacy of film and media education as a tool or rather a social space for empowering young people living in psychosocially stressful communities.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	FACE TO FACE	
<b>USE OF ICT</b>	YES	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	82
	Reading Assignment	20
	Seminars	35
	Internship	10
	EXAMS	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Student Assessment methods <ul style="list-style-type: none"> <li>• Written Exam with Short Answer Questions (Formative, Summative)</li> <li>• Written Exam with Extended Answer Questions (Formative, Summative)</li> <li>• Report (Formative, Summative)</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Buckingham, D. (2008). *Εκπαίδευση στα ΜΜΕ*, (Ε. Κούρτη, Μετάφρ. ), Αθήνα: Ελληνικά Γράμματα.

Ο. Κωνσταντινίδου-Σέμογλου (Επιμ.), *Εικόνα και Παιδί* (σσ. 687-670). Θεσσαλονίκη: cannot not design publications.

Lemish, D. (2009). *Παιδιά και Τηλεόραση: Μια παγκόσμια προοπτική*. Αθήνα: Τόπος

Ντάβου, Μ. (2005). *Η παιδική ηλικία και τα Μαζικά Μέσα Επικοινωνίας. Μετατροπές της παιδικής κατάστασης*. Αθήνα: Παπαζήσης.

Smith, P. (2006). *Πολιτισμική Θεωρία: Μια εισαγωγή*. Αθήνα: Κριτική.

Harley, D, Morgan, J., Frith, H. (2020). *Η Κυβερνοψυχολογία ως καθημερινή ψηφιακή εμπειρία*. Εκδόσεις Παπαζήση

Παπαδόπουλος Δ. (2021). *Κινηματογράφος και Εκπαίδευση*. Εκδότης ΠΟΛΙΤΙΣΤΙΚΗ ΕΤΑΙΡΕΙΑ ΚΡΗΤΗΣ - ΠΥΞΙΔΑ ΤΗΣ ΠΟΛΗΣ

Ανθή Σιδηροπούλου (2019). *Ψυχολογικές διαδρομές στην ψηφιακή εποχή*. Εκδόσεις Παπαζήση

## EPM31- PORTRAITS OF CHILDHOOD IN BOOKS AND ON THE SCREEN

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM 31	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	PORTRAITS OF CHILDHOOD IN BOOKS AND ON THE SCREEN		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<ul style="list-style-type: none"> <li>- Slide presentations</li> <li>- Multimedia</li> <li>- Book</li> </ul>	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek, French, English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

## Learning outcomes

The aim of the course is to develop critical literacy in both literature and film through the relationship developed with the adaptation of children's literary texts for the cinema and TV. This relationship is a powerful way of transmitting, preserving and reshaping the cultural capital that literary texts carry. As such, film and television adaptations of children's literary texts play a pivotal role in the cultural reproduction and transformation of childhood and provide a rich field for examining the transmission and adaptation of cultural values and ideologies. Thus, film adaptations of literary texts for children and young people have also played, and continue to play, a crucial role in representations of childhood in the twentieth and early twenty-first century.

Learning objectives of the course include the following:

- Acquaintance and acquaintance with the wider field of children's literature and cinema for children.
- Understanding the special defining characteristics of children's literature and cinema.
- Familiarity with the wider area of modern theory on the relationship between children's literature and cinema and its film adaptations.
- Acquiring skills related to the selection of suitable films for children but also the creation and implementation of pedagogical programs with content didactic approaches to children's literature and cinema for children.

## General competences

- Critical analysis of the theory of children's literature. Adaptations of literature in cinema. Application of knowledge in practice.
- Search, analysis and synthesis of data and information, using the necessary ICT technologies
- Adaptation to new situations
- Works in teams
- Work in an interdisciplinary environment
- Production of new research ideas
- Respect for diversity and multiculturalism
- Being critical and self-critical

**COURSE CONTENT/SYLLABUS**

1. Introduction to the course content. Childhood (historical and sociological approach)
2. Brief historical and sociological review of children's literature. Concept, content and peculiarities of children's literature.
3. The meeting of childhood with the cinema. The first adaptations of children's literature in cinema. Theories and perceptions of the adaptations of literature into cinema and vice versa. The relationship between the source text and its cinematic version.
4. Childhood in cinema: a timeless relationship, constantly redefined. Film genre or point of view?
5. The origin of childhood stories and the beloved childhood of cinema. The audience: ways in which adult and minor viewers encounter childhood in cinema and other media. Censorship, stereotypes, the modern multimedia environment.
6. The history of the presence of childhood in cinema in America and Europe. New representations of childhood on screen: Iran, China, Korea, Japan, Middle East, Brazil, independent cinema.
7. Thematic patterns (mourning & loss, conflicts and disputes, dependence, flight and freedom, friendship and love, fear, the child's relationship with animals), and narrative patterns (coming of age films, the duo child-adult, stories with friends, pastiche) of childhood cinema.
8. Angels, monsters and childhood: liminality and the Quotidian Surreal: violence, brutality and childhood in children's literature and cinema.
9. The element of wonder and nostalgia in childhood literature and films.
10. Genre mixing, intertextuality and metafiction in children's literature and cinema.
11. Adaptations of children's literature on the television screen. TV series and TV channels for/with children (USA, Europe, Asia, Latin America). The golden decade of the 80s in Greece. The new, digital platforms. Conventions in cartoon series.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Course Teaching</li> <li>- Use of ICT in Communication with Students</li> <li>- Use of ICT in Student Assessment</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Field Exercise	30
	Study and analysis of books, articles and movies	10
	laboratory exercise	30
	Written assignments	20
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Students are expected to produce an written assignment, consisting of a theoretical and practical component, concerning the relations between children 's literature and cinema.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**a. Course Bibliography (Eudoxus)**

Γουλής, Δ., *Εικόνες της παιδικής ηλικίας στη μεγάλη οθόνη. Σκέψεις και ιδέες για την αξιοποίηση του κινηματογράφου στην εκπαίδευση*. Εκδόσεις University Studio Press, Θεσσαλονίκη 2016

Κακλαμανίδου Δ., *Όταν το μυθιστόρημα συνάντησε τον κινηματογράφο*, Εκδ. Αιγόκερως, Αθήνα 2006.

**b. Additional bibliography for study**

- Ανδρεάδου, Χ., Γουλής, Δ., Γρόσδος, Στ. (2006). «Κινηματογράφος στο σχολείο: μια αισθητική εμπειρία» Στο: Πρακτικά, 1<sup>ο</sup> Πανελλήνιο Συνέδριο Σχολικών Πολιτιστικών Προγραμμάτων, Πολιτισμός και Αισθητική στην Εκπαίδευση. Πειραιάς: Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών-Ελληνική Εταιρεία Προστασίας Περιβάλλοντος και Πολιτιστικής Κληρονομιάς, Πανεπιστήμιο Πειραιά, 25-26 Νοεμβρίου 2006.
- Γουλής, Δ., Γρόσδος, Στ., Καρακίτσιος Α., (2012). «Ο μικρός Νικόλας ζωντάνεψε; Κειμενοεικονικές προσεγγίσεις (λογοτεχνία vs κινηματογράφος)» στο Κωτόπουλος Τρ., Σουλιώτη Δ. (επ.), *Θέματα Παιδικής Λογοτεχνίας*, εκδ. Πανεπιστημίου Μακεδονίας, Θεσσαλονίκη, 17-35.
- Goulis, D. (2016). "Science Fiction and childhood: Reaching for the Other through the poetics of Otherness". International Conference: *Detecting film education at the transnational level/Greece-Poland-Hungary*, February 27-28, 2016, Euforia-Creative Europe MEDIA, Thessaloniki International Film Festival, Akademia Nauk/Poland, Laterna Magica/Hungary, 81-95.
- Γουλής, Δ., (2021). «Η δαιμονική οθόνη και η παιδική ηλικία. Κινηματογραφικές απεικονίσεις του κακού παιδιού», στο Μ. Κανατσούλη, Ρ. Αγγελάκη, Δ. Σουλιώτη (επ.) *Αφηγήσεις και «αφηγήσεις» για την Παιδική Ηλικία*, Τόμος Πρακτικών Συνεδρίου, 18-19 Οκτωβρίου 2019, Θεσσαλονίκη: εκδ. University Studio Press, 63-72.
- Street, D. (1982). "An Overview of Commercial Filmic Adaptation of Children's Fiction". *Children's Literature Association Quarterly*, 7(3), 13-17.
- Stahl J.D. (1982). "Media Adaptations of Children's Literature: The Brave New Genre". *Children's Literature Association Quarterly*, 7(3), 1982, 5-9.
- Hermansson C. (2019). *Filming the Children's Book: Adapting Metafiction*. Edinburgh: Edinburgh University Press.
- McCallum R. (2018). *Screen Adaptations and the Politics of Childhood. Transforming Children's Literature into Film*. London: Palgrave Macmillan.
- Hutcheon, L.A. (2006). *Theory of Adaptation*, London: Routledge.
- Buchbinder, D. (2011). 'From "Wizard" to "Wicked": Adaptation Theory and Young Adult Fiction'. *Contemporary Children's Literature and Film: Engaging with Theory*. Eds. Kerry Mallan and Clare Bradford. Basingstoke, Hampshire: Palgrave Macmillan.
- Zipes, @ (2011). *The Enchanted Screen: The Unknown History of Fairy-tale Films*. New York.
- Bluestone, G. (1957). *Novels into Film*. Baltimore: Johns Hopkins University Press.
- Tankard, P. (2007). The Lion, the Witch and the Multiplex. *Fantasy Fiction into Film: Essays*. Eds. Leslie Stratyner & James R. Keller. Jefferson, North Carolina and London.
- Thacker, Deborah Cogan & Jean Webb (2002). *Introducing Children's Literature: From Romanticism to Postmodernism*. London: Routledge.
- Arroyo F., "Littérature et cinéma". *Encontro Nacional sobre o Ensino das Línguas Vivas no Ensino Superior*, 5<sup>o</sup>: actas, 39-50
- Gabrielle Germain (2014). *Adaptations cinématographiques d'Alice au pays des merveilles et de De l'autre côté du miroir de Lewis Carrol. Analyse des transcriptions de Walt Disney, Jan Švankmajer et Tim Burton*. Mémoire. Université Laval, Québec.
- Laurie Durrenmath, *L'adaptation d'un conte de fées littéraire au cinéma: l'exemple de La Belle et la Bête de Walt Disney*. Mémoire. Université Lyon 2, Lyon 2011.

Adrienne Boutang (2021). *Les adaptations de littérature jeunesse au cinéma*. CRIT-Centre de recherches interdisciplinaires et transculturelles-UFC (UR 3224) December 14.

<https://hal.archives-ouvertes.fr/hal-03478847/document>

Χατζηιωαννίδου Ε. (2016), Κινηματογραφική μεταφορά του Μυστικού Κήπου: συγκριτική μελέτη του βιβλίου και της διασκευής του 1987, Ηλεκτρονικό Περιοδικό Κείμενα, 24.

**TITLE - SPECIAL TOPICS IN TEACHING MODERN GREEK AS AN ADDITIONAL LANGUAGE**

ΕΠΜ32

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ32	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	SPECIAL TOPICS IN TEACHING MODERN GREEK AS AN ADDITIONAL LANGUAGE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Modern Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>			

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Upon the completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>• discuss various approaches to teaching grammar and vocabulary and can compare them,</li> <li>• critically evaluate currently available grammar and vocabulary sections and activities in language coursebooks,</li> <li>• develop lessons for introducing grammatical and vocabulary items using modern approaches,</li> <li>• identify the characteristics of academic language and design lesson plans to scaffold its development,</li> <li>• develop an understanding of the principles and purposes of language assessment,</li> <li>• develop basic competence in designing their course assessment, utilizing both tests and alternative methods of assessment,</li> <li>• develop awareness of the different ways to provide oral and written feedback.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Information retrieval, analysis, and synthesis with the use of ICT</li> <li>• Decision making</li> <li>• Autonomous Work</li> <li>• Teamwork</li> <li>• Work in an interdisciplinary environment</li> <li>• Respect for multilingualism and multiculturalism</li> <li>• Reflective knowledge and practice</li> <li>• Promotion of free, creative, and inductive thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**



The course focuses on special topics in Modern Greek L2 teaching, expanding on the compulsory course on learning and teaching Greek as a second language. Grammar and vocabulary are the first topics the class will examine. With regard to first, the concept of 'grammar' and the approaches to its teaching are discussed. The role of metalanguage in teaching as well as the selection, gradation, and sequencing of grammatical items in the syllabus will be our next point of interest. In this context, the gradation of Greek grammatical structures proposed by the Centre for the Greek Language will be presented and discussed. As far as vocabulary is concerned, the class will explore aspects of word knowledge (pronunciation, spelling, contexts in which vocabulary items occur, etc.). The notions of basic, academic, and technical vocabulary will also be analyzed. We will focus on direct and indirect vocabulary learning, as well as vocabulary learning strategies.

The next topic the class will discuss is academic language, or 'disciplinary language', i.e., the language resources required when engaging with the various subject areas at school. We will examine the views in favor of teaching for academic language development as well as recent views which consider the construct problematic.

Finally, we will be concerned with issues of language assessment (language tests as well as alternative forms of assessment). The Certification of Attainment in Modern Greek offered by the Centre for the Greek Language will also be presented and discussed. Finally, the course addresses the provision of oral and written feedback.

#### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of LMS (blended learning) Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	45
	Individual study (study of the literature)	35
	Group assignments	67
	Exams	45
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written final exam (100% of the final grade).	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

##### Required

Κάντζου, Β. & Αντωνίου, Μ. (2024). *Διδάσκοντας τα ελληνικά ως δεύτερη γλώσσα*. Gutenberg.

Χατζηδάκη, Α. (2020). *Διδάσκοντας δίγλωσσα παιδιά*. Αθήνα: Πεδίο.

##### Suggested

In Greek

Ioannou, S., & Tsagari, D. (2022). Interactional Corrective Feedback in beginner level classrooms of Greek as a second language: Teachers' Practices. *Research Papers in Language Teaching & Learning*, 12(1), 7-25.

Αντωνίου, Μ. (2008). Εκμάθηση του λεξιλογίου της Νέας Ελληνικής ως δεύτερης γλώσσας: άμεση και έμμεση διδασκαλία – στρατηγικές κατάρκτησης. Οδηγός Επιμόρφωσης:

Διαπολιτισμική εκπαίδευση και αγωγή, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, 177-194. <https://bit.ly/3cVNPn8>

Αντωνίου, Μ., & Κατσαλήρου, Α. (2014). Λεξιλόγιο. Στο Μ. Ιακώβου (επιμ.) Οδηγός Επιμόρφωσης: Βασικές Αρχές Διδασκαλίας της Ελληνικής ως Γ2 (επίπεδα Α1-Β2). Θεσσαλονίκη: Πρόγραμμα Εκπαίδευση Αλλοδαπών και Παλιννοστούντων Μαθητών», Δράση 2 «Ενίσχυση Ελληνομάθειας», Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης. [http://www.diapolis.auth.gr/diapolis\\_files/drasi1/Epimorfotikos\\_odigos.pdf](http://www.diapolis.auth.gr/diapolis_files/drasi1/Epimorfotikos_odigos.pdf)

Αντωνοπούλου, Ν., Βογιατζίδου, Σ., & Τσαγγαλίδης, Α. (2013). *Πιστοποίηση Επάρκειας της Ελληνομάθειας. Νέο αναλυτικό εξεταστικό πρόγραμμα*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.

Ιακώβου, Μ. Το μαθησιακό φορτίο των λέξεων στην εκμάθηση και διδασκαλία της Ελληνικής ως Γ2. *Διαδρομές στη διδασκαλία της ελληνικής ως ξένης γλώσσας*. <https://bit.ly/3cU89VQ>)

Ιωάννου, Σ. (2019). Η επιρροή της διεπιδραστικής διορθωτικής ανατροφοδότησης στην κατάκτηση του αορίστου κατά τη διδασκαλία της ελληνικής ως δεύτερης γλώσσας. *Μελέτες για την ελληνική γλώσσα*, 39 (1093-111). Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.

Παπαδοπούλου, Δ. & Αγαθοπούλου, Ε. (2014). Σύγχρονες προσεγγίσεις στη διδασκαλία της γραμματικής της ελληνικής ως δεύτερης γλώσσας. Στο Μ. Λιακοπούλου & Ε. Κατσαρού (επιμ.), *Θέματα διδασκαλίας και αγωγής στο πολυπολιτισμικό σχολείο: επιμορφωτικό υλικό* (σσ. 397-419). Θεσσαλονίκη: Υ.ΠΑΙ.Θ. <https://bit.ly/3PSUOvC>

Τσαγκαρή, Ντ. (2011). Εναλλακτικές μορφές γλωσσικής αξιολόγησης. *Rcel e-περιοδικό*. [http://rcel.enl.uoa.gr/periodical/articles/Article5\\_Dina\\_Tsagari\\_periodical.pdf](http://rcel.enl.uoa.gr/periodical/articles/Article5_Dina_Tsagari_periodical.pdf)

In English

Benati, A., & Schwieter, J. W. (2019). Pedagogical interventions to L2 grammar instruction. In J. W., Schwieter, & A. Benati, (eds), *The Cambridge Handbook of Language Learning* (pp. 477-499). Cambridge University Press.

Cook, V. (2008). *Second Language Learning and Language Teaching*. Hodder education.

Long, M. & Doughty, C. (2009) (eds). *The Handbook of Language Teaching*. London: Wiley-Blackwell.

## EPM34 THEORY OF LITERATURE AND EDUCATIONAL PRACTISE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM34	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	THEORY OF LITERATURE AND EDUCATIONAL PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General background/ Development of Skills		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12607">https://elearning.auth.gr/course/view.php?id=12607</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon completion of the course the students:</p> <ul style="list-style-type: none"> <li>- Will have comprehended the historical way of existence and development of literature, seen as a social cultural practice.</li> <li>- Will be able to trace the peculiar relations of literature with other fields of human activity.</li> <li>- Will be able to use the corpus of acquired knowledge and skills for a meaningful and deep analysis and comprehension of literary texts and, therefore, for a more effectual teaching of literature in schools.</li> <li>- The ultimate goal of the teaching path is to create the critical mass of critical knowledge regarding the products of the par excellence human creation, that of discourse, knowledge above the necessary level for those intended to teach these exact “products” or, in other words, to “make the children learn”.</li> </ul>
<b>General competences</b>
<p>Working independently  Enhancement of sensibility and sensitivity  Promoting free, creative and intervening thinking  Critical thought and reflection</p>

## COURSE CONTENT/SYLLABUS

This course focuses on the definition, the limits and the historical way of existence of the specific discourse practice that is known to us as “literature”, its relations with other social practices, as well as the terms of production transmission, perception, analysis and interpretation of the discourse products which – by convention or agreement – might be considered as literary. Some of the subtopics that will be discussed during the course: definitions of key concepts and of methodological tools, the limits of the object, literary and non-literary texts, the literary canon, the limits and goal setting of the theory: comprehension,

analysis and interpretation, the historical proceedings of the genesis of the field, the mainstreams and the main interpretive paradigms of the 20th century, the use and the utility of the Theory of literature in teaching practice etc.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	When necessary	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Autonomous study	69
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b> Written examination		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus)  
 Γιώργος Βελουδής: *Γραμματολογία. Θεωρία λογοτεχνίας*, Αθήνα, Πατάκης (21473)  
 (In each section specific bibliography will be given)

## EPM35 LITERATURE AND SOCIETY IN INTERWARS GREECE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM35	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	LITERATURE AND SOCIETY IN INTERWARS GREECE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General background/ Development of Skills		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12635">https://elearning.auth.gr/course/view.php?id=12635</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon the completion of the teaching path the students:</p> <ul style="list-style-type: none"> <li>-Will have a comprehensive view of Greek literary production of the given period.</li> <li>- Will have acquired an aggregate of thoughts and tools that can help both in their teaching of literature in the school.</li> <li>- Will have acquired a critical comprehension of particular relations between the literary production and the social reality.</li> </ul>
<p>Working independently Team work Promoting free, creative and intervening thinking Critical thought and reflection</p>

## COURSE CONTENT/SYLLABUS

<p>Interwar was one of the most influential periods for the society in the new Greek history. The societal context was structures by political conflicts, changes, crisis and new creative approaches, wherein old and new, inside and outside, structure and content met and were examined in many ways. This particular period especially is one of the most prolific and overflowing for Greek literature. The literary production in those years has sealed in a determinant way its development later on. However, important changes occurred not only in terms of structure and themes, but also in social position and function of literature. The module aims to illustrate that literature is considered to be a social and cultural practice. The interwar literature's production remains alive even today. We will try to examine the different ways of production as well as the reasons that sustain this vigor.</p>
--

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	When necessary	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Autonomous study	69
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b> Written examination		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus)

Τάκης Καγιαλής, *Η επιθυμία για το μοντέρνο. Δεσμεύσεις και αξιώσεις της λογοτεχνικής διανόησης στην Ελλάδα του 1930*, Αθήνα 2007, Βιβλιόραμα (7112)  
(In each section specific bibliography will be given)

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM38	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	DEVELOPING CRITICAL TEXT UNDERSTANDING: TEACHING PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

## Learning outcomes

By completing this course, students are expected to:

- have formed an understanding of the conceptual and methodological differences associated with the use of terms 'text comprehension' and 'critical text understanding'
- Be able to use the tools that critically-oriented fields propose for capturing the way texts work as social practices
- develop activities via which they may help elementary school students get access to the strategies they need to acquire for unveiling the social meanings and ideologies proposed by texts

## General competences

Implement knowledge in practice

Search, analyze and synthesize information from different sources, often with the use of technologies

Adjustment to new situations

Decision making

Independent work

Collaboration

Work in a cross-discipline environment

Respect to multiculturalism

Engaging in critical study and reflexivity

**COURSE CONTENT/SYLLABUS**

Text comprehension has been mostly analysed through the premises of the psycholinguistic paradigm. Building upon Kintsch & van Dijk's (1978; 1983) work, text comprehension is seen to be shaped by readers' ability to identify the structure of the original text and restate it in the form of semantic macro-propositions. Recent, critically-oriented research by proposing that texts be seen as social practices, i.e., as the tools via which specific meanings are made and social representations are constructed, has significantly redirected the focus of research on text comprehension. Attention is shifted to critical text understanding, proposed to be dependent upon the identification of the Discourses the original text projects and the stances undertaken to the ideologies circulating in society.

Drawing upon this background, this course sets out to discuss the strategies critical approaches suggest as necessary to be used by students for unveiling the meanings and ideologies projected by texts. In this context, revisions are introduced in a variety of school genres, such as summary writing and book review, which are seen as indexing readers' ability to navigate through the complexity of text structure and identify the societal meanings this projects.

On the basis of this work, proposals are made on the types of activities to be developed in elementary school contexts so that students approach texts as social practices.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face-to-face	
<b>USE OF ICT</b>	Use of ICT in course teaching Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	50
	Study and analysis of books and articles	30
	Discussion in groups	40
	Writing an essay	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>Students need to submit an essay in which they analyse texts as social practices and propose activities delineating how they would proceed to develop elementary school students' understanding of the meanings projected by the texts.</p> <p>Written information on the way this essay will be carried out is provided at the beginning of the semester.</p>	



**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Βιβλιογραφία (Εύδοξος)**

Notes and power points by the instructor.

**Επιπλέον βιβλιογραφία**

- Kintsch, E. (1990). Macroprocesses and microprocesses in the development of summarization skill, *Cognition and Instruction* 7 (3): 161–195.
- Kintsch, W., van Dijk, T.A. (1978). Toward a model of text comprehension and production, *Psychological Review*, 85 (5): 365-394.
- Kintsch, W., van Dijk, T.A. (1983), *Strategies of Discourse Comprehension*. N. York: Academic Press.
- Li, Yk, Hoey, M. (2014), Strategies of writing summaries for hard news texts: A text analysis approach, *Discourse Studies* 16 (1):89-10.
- Παπαιωάννου, Π., Πατούνα, Αν. (2003). *Η περίληψη ως κείμενο και ως αντικείμενο διδασκαλίας*. Αθήνα: Ελληνικά Γράμματα.
- Rogers, R., & Wetzell, M. M. (2014). Designing critical literacy education through Critical Discourse Analysis. London: Routledge.
- Rose, D., Martin, J.R. (2012), *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. Sheffield: Equinox.
- Stein, N. L., Glenn, C. G. (1979), An analysis of story comprehension in elementary school children. In R. O. Freedle (επιμ.), *New Directions in Discourse Processing* (53-120). Norwood, NJ: Ablex.

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ42	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	RESEARCH ON SCHOOL TEXTBOOKS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/el/class/1/600251494/M1/edit">https://qa.auth.gr/el/class/1/600251494/M1/edit</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<ol style="list-style-type: none"> <li>1. To master both the past and current greek policies of textbooks.</li> <li>2. The policies implemented in other countries.</li> <li>3. To understand the pedagogical dimensions of the textbooks.</li> <li>4. To learn and to be able to apply methods of content analysis.</li> </ol>
<b>General competences</b>
Apply Knowledge in practice Appreciate diversity and multiculturality Demonstrate social, professional and ethical commitment and sensitivity to gender issues Be critical and self-critical Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

<p>The course material is divided into three distinct thematic units:</p> <p>A) The pedagogical approach of the school textbook.          In the frame of this particular thematic unit, the functions of school textbooks, their structural characteristics, the illustration and their relation to the curriculum will be examined.</p> <p>B) The policies concerning school textbooks.          There will be a reference based on the way according to which European countries confront a school textbook and afterwards, the three main policies practiced in the modern Greek state from its establishment until today (the policy of free competition, the policy of state regulative interventionism and the policy of state monopoly) will be examined. The current developments and trends will also be discussed.</p> <p>C) Research methods concerning school textbooks.          Two methods of content analysis about school textbooks (a quantitative and a qualitative one) will be indicatively presented. Later on, certain researches will be presented and at the same time their researching planning and the methodology that they follow will be commented on. Finally, students will implement the methodological tools in practice, so as to analyse texts of limited extent.</p>
---

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of ICT in course teaching / in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	97
	Reading assignment	30
	Fieldwork	20
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions Written Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course bibliogrphay (Eudoxus)**

Αχ. Καψάλης-Δ. Χαραλάμπους: Σχολικά εγχειρίδια. Θεσμική εξέλιξη και σύγχρονη προβληματική, Μεταίχμιο, Αθήνα 2008 (β' έκδοση)

**Additional bibliography for study**

-Α. Φραγκουδάκη-Θ. Δραγώνα: "Τί είν' η πατρίδα μας;". Εθνοκεντρισμός στην εκπαίδευση, Αλεξάνδρεια, Αθήνα 1998.

-Κ. Μπονίδης: Το περιεχόμενο του σχολικού βιβλίου ως αντικείμενο έρευνας, Μεταίχμιο, Αθήνα 2004.

-Χάρης Αθανασιάδης: Τα αποσυρθέντα βιβλία. Έθνος και σχολική Ιστορία στην Ελλάδα, 1858-2008, Αλεξάνδρεια 2015.

**EPM-43- LOVE OF READING, CHILDREN'S LITERATURE AND CREATIVE WRITING****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM 43	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	LOVE OF READING, CHILDREN'S LITERATURE AND CREATIVE WRITING		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
<ul style="list-style-type: none"> <li>- Slide presentations</li> <li>- Multimedia</li> <li>- Book</li> </ul>	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek, French, English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>			

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>The aim of the course is to train the students initially in the knowledge fields of Love of Reading (Philanagnosia) and Creative Writing, as well as their connection with Children's Literature.</p> <p>In the first phase, the course focuses on familiarizing students with the various genres of children's literature (poetry, short stories, fairy tale, novel, illustrated short stories), which are the privileged field of encounter for children with Love of Reading (Philanagnosia).</p> <p>In the second phase, the students come into contact with the content of Love of Reading - Philanagnosia (relationship between child and book, development of social, cognitive and aesthetic skills in relation to reading).</p> <p>Finally, we seek the acquisition of those special professional pedagogical skills related to the organization and carrying out of Creative Writing and Literacy activities in institutional educational environments as well as extra-educational environments beyond the school (Libraries, camps or Reading Clubs) i</p> <p>In particular, the aim is to become familiar with special challenging techniques of various types and forms of writing, which are linked to the development of imagination, creativity but also to the overall development and evolution of the students' personality.</p>
<b>General competences</b>
<ul style="list-style-type: none"> <li>- Critical analysis of the theory of children's literature.</li> <li>- Search, analysis and synthesis of data and information, using the necessary ICT technologies</li> <li>- Adaptation to new situations</li> <li>- Works in teams</li> <li>- Work in an interdisciplinary environment</li> <li>- Production of new research ideas</li> <li>- Respect for diversity and multiculturalism</li> <li>- Being creative, critical and self-critical</li> </ul>

**COURSE CONTENT/SYLLABUS**

1. Introduction to the course content. Concise review of contemporary children's literature (history, genres, perspectives)
2. Theories of acquisition and reading ability in childhood. The intended reader in children's literature.
3. What is Love of Reading - Philanagnosia (definitions and content, good practices at school and elsewhere)
4. The concept of creativity and creative writing
5. Creativity and education
6. Creativity and linguistic expression.
7. From reading to writing: a difficult transition.
8. Creative reading and writing in the context of literary education.
9. Presentation of programs and work plans for reading and creative writing (terms, conditions and features)
10. Workshop on book-friendly activities (principles, rules, typology)
11. Creative writing workshop (principles, rules, typology)
12. Poetry and creative writing (A la manière de, visual poetry, calligraphy, haiku, limericks)
13. Applications of reading and creative writing in Primary Education.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>- Use of ICT in Course Teaching</li> <li>- Use of ICT in Communication with Students</li> <li>- Use of ICT in Student Assessment</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Field Exercise	30
	Seminars	30
	Study and analysis of books, articles and movies	10
	Written assignments	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	For the academic year 2024-2025, through written assignment.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**c. Course Bibliography (Eudoxus)**

Αρτζανίδου Ε., Γουλής Δ., Γρόσδος Δ., Καρακίτσιος Α., Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυρώσεις, Gutenberg, Αθήνα, 2011.

Καρακίτσιος Α., ( 2021). Δημιουργική Γραφή: παίζουμε λογοτεχνία, Ζυγός Θεσσαλονίκη.

**d. Additional bibliography for study**

Brown, D. (1997). Principles of art Therapies. Thornsons.

Boutet de Monvel, A. (1960). Encyclopédie Pratique de l'Éducation en France. Paris: Ministre de l'Education.

Carter, J. (2001). Creating Writers, A creative writing manual for schools. USA and Canada: RoutledgeFalmer.

Csikszentmihalyi M. (2009). Creativity: Flow and the Psychology of Discovery and Invention. HarperCollins.

Davis, G. (2000). Creativity forever. Kendall Hunt Publishing Company.

Frey, James N. (2002). Πώς να γράψετε ένα πραγματικά καλό μυθιστόρημα, Αθήνα: Εκδ.

- Ανατολικός,  
Genette, G. (1969). *Rhétorique et Enseignement*. In *Figures II* (pp. 23-68). Paris: Seuil.
- Genette, G. (2007). *Σχήματα III - Ο λόγος της αφήγησης: Δοκίμιο μεθοδολογίας και άλλα κείμενα*, Αθήνα: Πατάκης.
- Duchense, A. & Legay, T. (1991). *La petite fabrique de Littérature*. Paris: Magnard.
- Lubart T. (2003). *Psychologie de la créativité*, Paris: Armand-Collin.
- Jacobson, R. (1960). "Closing Statements: Linguistics and Poetics". In Th. A. Sebeok (Ed.) *Style in Language* (pp. 350-377). Cambridge Massachusetts: MIT Press.
- Morley, D., Nielsen. Ph. (2021). *Οδηγός δημιουργικής γραφής του Πανεπιστημίου του Κέιμπριτζ*, Αθήνα: ΕΑΠ.
- Paul, M. (2006). *The Routledge Creative Writing*. London and New York: Coursebook.
- Stowell L. (2016). *The Usborn Creative Writing Book*, London: Usborne Publishing Ltd.
- Todorov, T. (2013). *Η λογοτεχνία σε κίνδυνο*, Αθήνα: Εκδ. Πόλις
- Γουλής, Δ. (2009). «Ενσυναίσθηση, κριτική σκέψη και δημιουργικότητα με αφετηρία την εικόνα του Άλλου στις ταινίες επιστημονικής φαντασίας», Πανελλήνιο Συνέδριο: Παιδί & Οπτικοακουστικά Μέσα Επικοινωνίας, Θεσσαλονίκη 21-22 Νοεμβρίου 2009. Ανακτήθηκε Ιούλιος 27, 2022 από το διαδίκτυο:  
<http://www.esiemth.gr/inst/esiemth/gallery/File/2009/PaidiOptikoakoustika/Eisigiseis.pdf>
- Γουλής, Δ. (2012). «Φιλαναγνωσία: ερωτήσεις και απαντήσεις», *Ανέμη*. Επιθεώρηση κυπριακής παιδικής λογοτεχνίας, τ. 20, 92-95.
- Γουλής, Δ. (2012). «Εργαστήριο φιλαναγνωσίας», *Ανέμη*. Επιθεώρηση κυπριακής παιδικής λογοτεχνίας, τ. 20, 96-109.
- Γουλής, Δ. (2013). «Φιλία Χατζηχάννα: η τέχνη της ενσυναίσθησης και της δημιουργικότητας στη λογοτεχνία για παιδιά», *Ανέμη*. Επιθεώρηση κυπριακής παιδικής λογοτεχνίας, τ. 21, 26-32.
- Γουλής, Δ. (2014), «Από τη στατικότητα στη δημιουργικότητα: επαναπροσδιορίζοντας τη διδασκαλία των κατευθυντικών κειμένων με αφετηρία τη δημιουργική γραφή και την ανάπτυξη της φαντασίας», στο 1ο Διεθνές Συνέδριο «Δημιουργική Γραφή», 4-6 Οκτωβρίου, 2013, Αθήνα. Ανακτήθηκε Ιούλιος 27, 2022 από το διαδίκτυο:  
[http://cwconference.web.uowm.gr/archives/goulis\\_article.pdf](http://cwconference.web.uowm.gr/archives/goulis_article.pdf)
- Γουλής, Δ., «Οι αφηγήσεις των απόντων: δημιουργικές ανασυνθέσεις του παρελθόντος μιας γειτονιάς μέσα από το αρχειακό υλικό του σχολείου της», 2ο Διεθνές Συνέδριο «Δημιουργική Γραφή», 1-4 Οκτωβρίου 2015. Ανακτήθηκε Ιούλιος 27, 2022 από το διαδίκτυο:  
[http://cwconference.web.uowm.gr/archives/goulis\\_article.pdf](http://cwconference.web.uowm.gr/archives/goulis_article.pdf)
- Καραγιάννης, Σ. (2010). "Η δημιουργική γραφή ως καινοτόμος δράση στο Σχολείο".  
<http://www.scribd.com/doc/>
- Κατσίκη Γκίβαλου Α. (επιμ.) (2007) *Φιλαναγνωσία και Σχολείο*, Αθήνα: Πατάκης.
- Κιοσσές Σπ. (2018). *Εισαγωγή στη δημιουργική ανάγνωση και γραφή του πεζού λόγου. Η συμβολή της αφηγηματολογίας*, Αθήνα: Κριτική.
- Κωτόπουλος, Τριαντάφυλλος, Η «νομιμοποίηση» της Δημιουργικής Γραφής, *Κείμενα 15*, ανακτήθηκε Ιούλιος 27, 2022 από το διαδίκτυο:  
[http://keimena.ece.uth.gr/main/index.php?view=article&catid=59%3Atefxos15&id=257%3A15-kotopoulos&option=com\\_content&Itemid=95](http://keimena.ece.uth.gr/main/index.php?view=article&catid=59%3Atefxos15&id=257%3A15-kotopoulos&option=com_content&Itemid=95) \
- Πασσιά, Α. & Μανδηλαράς Φ. (2001), *Εργαστήρι Δημιουργικής Γραφής για Παιδιά*, Αθήνα: Πατάκης
- Σουλιώτης, Μίμης (2009). *Μου αφήνεις πενήντα δραχμές για τσιγάρα;* Θεσσαλονίκη, Εκδόσεις Πανεπιστημίου Μακεδονίας.
- Τζιόβας, Δ. (1987). *Μετά την Αισθητική*. Αθήνα: Γνώση.

## ΕΠΜ45

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ45	<b>SEMESTER</b>	Z
<b>COURSE TITLE</b>	SPELLING LEARNING AND TEACHING		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specialization / Direction		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600255590">https://qa.auth.gr/en/class/1/600255590</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
On the successful completion of the course students will be able to: Create their own teaching materials for the development of spelling. Correlate spelling with written text comprehension and production. Design research for the development and teaching of spelling. Critically approach different cognitive models for the development of spelling.
<b>General competences</b>
Apply knowledge in practice Make decisions Work autonomously Work in teams Generate new research ideas Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

Spelling in the field of educational psychology is considered the result of a complex network of cognitive functions that govern the consolidation and application of knowledge of conventions and rules of writing in the context of a specific linguistic system. These rules concern different fields of language development and processing (phonological, morphological, semantic) and have been formed in relation to the historical development of each language. The aim of the course is the presentation and analysis of the cognitive processes and knowledge involved in the development of spelling ability, the analysis of the stages of its development, the critical approach of the various models for mastering spelling that are proposed both internationally and for the Greek language in particular and suggestions for teaching spelling through modern approaches and teaching practices.

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	48

	Seminars	5
	Laboratory Work	17
	Reading Assignment	40
	Written assignments	40
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Assignment Performance / Staging	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Μουζάκη, Α. & Πρωτόπαπας, Α. (2010) Ορθογραφία: Μάθηση και διαταραχές. Αθήνα: Gutenberg.

Αϊδίνης, Α. (2012). Γραμματισμός στην πρώτη σχολική ηλικία: Μία ψυχολογολογική προσέγγιση. Αθήνα: Gutenberg.

Τσεσμελή, Σ. & Μανωλίτσης, Γ. (2023). Μορφολογικές διαδικασίες στον γραπτό λόγο. Θεσσαλονίκη: Επίκεντρο.

Παπαδοπούλου-Μανταδάκη, Σ. (2004). Η μάθηση της ορθογραφίας. Αθήνα: Μεταίχμιο.

Γκότοβος, Α. (1992). Ορθογραφική μάθηση στο δημοτικό. Αθήνα: Gutenberg.

Καρατζάς, Α. (2005). Μάθηση της ορθογραφικής δεξιότητας. Γνωστικο-ψυχολογολογική προσέγγιση. Αθήνα: Εκδόσεις Γρηγόρη.

Selected papers.



## EPM47 INTRODUCTION TO THE THEORY OF CULTURE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM47	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	INTRODUCTION TO THE THEORY OF CULTURE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General background/ Development of Skills		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (Spanish, German)		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12635">https://elearning.auth.gr/course/view.php?id=12635</a>		

## LEARNING OUTCOMES

## Learning outcomes

Upon the completion of the teaching path the students:

- Will have a comprehensive view of the dynamic way of existence, evolution and transformation of the cultural process.
- Will have been in contact with the work of thinkers and streams of thought that determine the way we view, “we read”, we teach culture.
- Will have acquired an aggregate of thoughts and tools that can help both in their social self-awareness as future teachers as well as in the empowerment of their teaching construction and their corresponding “educational capital”.

## General competences

Working independently  
Team work  
Promoting free, creative and intervening thinking.  
Critical thought and reflection.

## COURSE CONTENT/SYLLABUS

The module aims at presenting the development and changes in the cultural process by examining particular issues from the fields of Literary theory as well as the field of Cultural studies. It introduces and explains key questions of how culture is produced through the analysis of the views of major thinkers and significant contemporary figures from different disciplines (Pierre Bourdieu, Norbert Elias, M. Bakhtin etc.). It also deals with a diverse spectrum of theory, such as psychoanalysis, critical theory, post-modernism. By analyzing these theories and traits it shows the development and future direction of the cultural phenomena in the Greek society.

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face
-------------------------	--------------

<b>USE OF ICT</b>	When necessary	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Autonomous study	69
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b> Written examination		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus):  
 Chris Barker - Emma A. Jane: *Πολιτισμικές σπουδές. Θεωρία και πρακτική*, Θεσσαλονίκη 2020, Τζιόλας (94645725)  
 (In each section specific bibliography will be given)

**S**

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM48	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	ANALYZING THE GENRES OF SCHOOLING		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=16299">https://elearning.auth.gr/course/view.php?id=16299</a>		

## LEARNING OUTCOMES

## Learning outcomes

By completing this course, students are expected to:

- have formed a deeper understanding of the way meaning-making is accomplished in school communities, using for this purpose the notion of 'genre', a notion that is richer than the traditionally-employed constructs of 'spoken and written language',
- Be able to identify the various genres Greek elementary school uses across its various subjects and appreciate their role in the construction of knowledge,
- Be able to identify the choices- lexical, syntactic, textual and semiotic- various genres use to create specific meanings
- Be in a position to design activities for the purpose of developing students' access to school genres and through these, to school knowledge.

## General competences

Implement knowledge in practice

Search, analyze and synthesize information from different sources, often with the use of technologies

Adjustment to new situations

Decision making

Independent work

Collaboration

Work in a cross-discipline environment

Respect to multiculturality

Engaging in critical study and reflexivity

**COURSE CONTENT/SYLLABUS**

Genre is a notion that figures prominently in the last few years in research conducted within various fields in linguistics. Genres are the tools communities, including school community, use for accomplishing their everyday life. Having replaced the more traditional and homogeneous construct of ‘written language’, genre is an important resource through which community members as well as analysts use to read the complexity of the ways by which meanings are constituted in various communities.

Despite the significant research progress reported on the topic, the prevalent in the Greek context approach tends to define genres as a rather static and predetermined set of forms that students need to appropriate and reproduce in a fixed manner. As a result, teachers are provided with limited resources to employ for reading and analyzing school texts and/or addressing the problems their students face in producing school genres.

This course, building upon current notions of genres as social practices, sets out to develop a richer understanding of school genres. Among the issues raised are the following:

- Narratives texts. How is narration to be delineated? What are the challenges students are faced with when producing different types of narrative texts- from imaginary stories to picture-based stories to stories of personal experience? How can teachers assess students’ developing narrative competence?
- Persuasive texts. How can argumentative texts be analyzed?
- Informative texts. How do students approach such a demanding genre? How can teachers address students’ choices on the informative texts they produce?

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face-to-face	
<b>USE OF ICT</b>	Use of ICT in course teaching Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	40
	Study and analysis of books and articles	40
	Discussion in groups	30
	Writing an essay	40
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students are called upon to submit an essay in which they analyse texts produced by school children on a specific genre and propose activities for developing students’ understanding of this genre. Written information on the way	

	<p>this essay will be carried out is provided at the beginning of the semester.</p>
--	---

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**ΒΙΒΛΙΟΓΡΑΦΙΑ (Εύδοξος)**

**Notes and power points by the instructor**

**ADDITIONAL BIBLIOGRAPHY**

- Αρχάκης, Αργ., και Β. Τσάκωνα (2011). *Ταυτότητες, αφηγήσεις και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.
- Adam, J.-M. (1999). *Τα κείμενα: Τύποι και πρότυπα. Αφήγηση, περιγραφή, επιχειρηματολογία, εξήγηση] και διάλογος, μτφρ. Γ. Παρίσης, επιμ. Ε. Καψωμένος*. Αθήνα: Πατάκης (*Types et prototypes. Recit, description, argumentation, explication et dialogue*. Paris: Nathan, 1992).
- Αϊδίνης, Αθ., Κωστούλη, Τρ (2001). Μοντέλα εγγραμματοσύνης: Θεωρητικές προσεγγίσεις και διδακτική πράξη. *Virtual School, The Sciences of Education Online 2 (2-3)*.
- Αρχάκης, Α.(2005). *Γλωσσική διδασκαλία και σύσταση των κειμένων*. Αθήνα: Πατάκης.
- Baynham, M. (2002). *Πρακτικές γραμματισμού*, μετρ. Μ. Αραποπούλου, επιμ. Ε. Καραντζόλα. Αθήνα: Μεταίχμιο (*Literacy Practices: Investigating Literacy in Social Contexts*. London: Longman, 1995).
- Γεωργακοπούλου, Α. και Δ. Γούτσος (1999). *Κείμενο και επικοινωνία*. Αθήνα: Ελληνικά Γράμματα.
- Γούτσος, Δ., Σηφιανού, Μ., Γεωργακοπούλου Α. (2006). *Η ελληνική ως ξένη γλώσσα: Από τις λέξεις στα κείμενα*. Αθήνα: Πατάκης.
- Κωστούλη, Τρ. (επιμ.) (2009). *Ο γραπτός λόγος σε κοινωνικο-πολιτισμικά πλαίσια*. Θεσσαλονίκη: Επίκεντρο. [15100]
- Παπαιωάννου, Π., Πατούνα, Αν. (2003). *Η περίληψη ως κείμενο και ως αντικείμενο διδασκαλίας*. Αθήνα: Ελληνικά Γράμματα.
- Pappas, Ch. C., L.B. Zecker (eds) (2001) *Αναδομώντας τα κειμενικά είδη του σχολικού γραμματισμού*. Θεσσαλονίκη: Επίκεντρο [14885]
- Σπαντιδάκης Γ. (2010). *Κοινωνιο-γνωσιακά πολυμεσικά περιβάλλοντα μάθησης παραγωγής γραπτού λόγου*. Αθήνα: Gutenberg.
- Χαραλαμπίδης, Αγ. (επιμ.) 2006). *Γραμματισμός, κοινωνία και εκπαίδευση*. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών (Ιδρυμα Μανόλη Τριανταφυλλίδη)

## ΕΠΜ50 - HISTORY OF CITIZENSHIP EDUCATION IN GREECE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ50	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	HISTORY OF CITIZENSHIP EDUCATION IN GREECE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Knowledge Deepening / Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10975">https://elearning.auth.gr/course/view.php?id=10975</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Students are expected to: - be aware of constructions of citizenship within the Greek Civic Education, - to be able to recognize and explain different approaches of political socialization within the Greek school in different periods, - to be able to analyze functions of school knowledge and educational practices in shaping citizenship over time, - to reflect on the role school plays nowadays in citizenship education, - to design and implement a research project in the field of citizenship education.
<b>General competences</b>
Work in teams Adapt to new situations Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

The course intends to present over time the basic directions of citizenship education sought by the Greek school, both via pedagogical discourse and pedagogical practices. It is structured on the following axes: -Historical forms of citizenship -The theoretical discussion. Citizenship education as political and social issue. -Sociological and pedagogical perspectives on citizenship within the Greek school. -Political socialization in the Greek school from the 19th to the end of the 20th century -Citizenship as a school subject (curricula, textbooks)
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78

	Reading Assignment	42
	Field trips and participation in conferences / seminars / activities	3
	Field Work	24
	Written assignments	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>1) Student assessment is based on: i) written open book exam on issues related to the topics developed during the course and are identified in three levels of difficulty (knowledge, skills, abilities) as described in the section "Learning Outcomes" (60%), ii) Elaboration and presentation of a written thesis (40%). Students' works will be evaluated in relation to their content, presentation and quality of the written text (8-10 pages), which is expected to meet the basics of scientific writing.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Αγγελής, Β. (2006). *Γιατί χαιρέται ο κόσμος και χαμογελάει πατέρα...Μαθήματα Εθνικής Αγωγής και νεολαιίστικη προπαγάνδα στα χρόνια της μεταξικής δικτατορίας*, Θεσσαλονίκη: Εκδόσεις Βιβλιόραμα

Biesta, G.J. (2005). "The Learning Democracy? Adult Learning and the Condition of Democratic Citizenship", *British Journal of Sociology of Education*, 26 (5), 693- 709.

Καρακατσάνη, Δ. (2004). *Εκπαίδευση και πολιτική διαπαιδαγώγηση*, Αθήνα: Μεταίχμιο.

Μπάλιας, Σ. (2008). *Ενεργός πολίτης και εκπαίδευση*, Αθήνα: Παπαζήσης.

Μπέτσας, Γ. (2007). *Η κοινοτική διάσταση στην εκπαίδευση*, Θεσσαλονίκη: Αφοί Κυριακίδη

**-Journals:**

Education, Citizenship and Social Justice

**ΕΠΜ53: LITERACY IN THE FIRST SCHOOL GRADES: TEACHING PRACTICES****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ53	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	LITERACY IN THE FIRST SCHOOL GRADES: TEACHING PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specialization / Direction		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600256159">https://qa.auth.gr/en/class/1/600256159</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
On the successful completion of the course students will be able to: Create their own teaching materials for language teaching. Use various texts and analysing them with their students. Design teaching practices for the development of critical literacy. Embed the teaching of language units in the analysis of texts.
<b>General competences</b>
Apply knowledge in practice Retrieve, analyse and synthesise data and information, with the use of necessary technologies Adapt to new situations Make decisions Work in teams Design and manage projects Appreciate diversity and multiculturality Be critical and self-critical

**COURSE CONTENT/SYLLABUS**

In surveying work carried out on school literacy, we may note a shift in research focus away from language to the investigation of literacy. This has led to significant new changes pertaining to the way linguistic units and social processes are defined. Texts are thus redefined as multimodal units of social actions; reading and writing are revisited as socioculturally shaped processes, emerging out of the interaction between local meanings and official ones. Indeed, recent approaches have proceeded even further to suggest that school literacy should broaden its scope to include a critical approach to texts; in short, texts, rather than seen as transparent ways of reaching predefined meanings, are redefined as the means through which participants negotiate their differing conceptions of reality, their varying viewpoints, their ideologies. How do these insights translate to pedagogical interventions for the development of school literacy? This is what this course sets out to attain. Specifically, this course aims to empower teacher and students so that they develop instructional practices that diverge from the autonomous model of literacy, focusing on language teaching in the first grades of the primary school. Working within the field of critical pedagogy and drawing from the sociocultural theory of learning, this course aims to put forward a dynamic and flexible



framework that clearly contrasts to reproductive practices prevailing in the Greek context: teachers and students tend to work following a rather static set of instructions, reproducing a body of school knowledge imposed on them. The course aims to help students diverge from this logic and learn how to cooperate with their students' own needs. The ultimate goal is to illustrate how teachers and students can work together so that they transform school communities into learning communities within which local meaning and student textual practices are regarded as important sources of information for literacy learning in school contexts.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	48
	Seminars	30
	Laboratory Work	32
	Reading Assignment	20
	Written assignments	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Assignment Performance / Staging Laboratory Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Taylor, B. & Pearson, D. (2009). Διδάσκοντας την Ανάγνωση. Αποτελεσματικά σχολεία επιτυχημένοι εκπαιδευτικοί. Θεσσαλονίκη: Επίκεντρο.  
 Smith, F. (2006). Κατανοώντας την Ανάγνωση. Θεσσαλονίκη: Επίκεντρο.  
 Χαραλαμπίδης, Α. & Χατζησαββίδης, Σ. (1997). Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: Θεωρία και πρακτικές εφαρμογές. Θεσσαλονίκη: Κώδικας.  
 Αϊδίνης, Α. (2012). Γραμματισμός στην πρώτη σχολική ηλικία: Μια ψυχογλωσσολογική πρόσεγγιση. Αθήνα: Gutenberg.  
 Selected papers.

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ58	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	Media literacy and teaching language: From theory to practice		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Various forms of teaching	3	5	
<b>COURSE CATEGORY</b>	Scientific area, Skills development		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10243">https://elearning.auth.gr/course/view.php?id=10243</a>		

## LEARNING OUTCOMES

## Learning outcomes

Students are expected to:

- Creatively use a variety of media as sources of information and knowledge for the teaching of language.
- Critically analyse, evaluate and reflect on the various structures and forms of media as sources of information.
- Understand the content of the media messages as well as the broader institutional, economic and social framework which defines and influences the way they are produced.
- Understand the ways in which media messages are addressed, received and interpreted by the students.
- Develop a critical and exploratory attitude towards the media.
- Cultivate basic communication skills and develop expressive-creative skills.
- Understand the different kinds of mass communication, their characteristics, conventions and expressive/rhetorical means as well as the way in which they contribute to the transmission of specific political-socio-ideological perceptions/stereotypes.
- Develop a personal, social and political perception.
- Explore the ways in which communities may be associated with local media.

## General competences

- Apply knowledge in practice.
- Retrieve, analyze and synthesize data and information, with the use of necessary technologies.
- Adapt to new situations.
- Make decisions.
- Work autonomously.
- Work in teams.
- Work in an interdisciplinary team.
- Appreciate diversity and multiculturality.
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues.
- Be critical and self-critical.
- Advance free, creative and causative thinking.

## COURSE CONTENT/SYLLABUS

The course focuses on exploring both theoretical and practical issues. At the theoretical level, the course focuses on the study of (a) the history and technology of the media, (b) their institutional and economic existence, (c) their political and social function, (d) the ideological, ideological and aesthetic characteristics of their messages, (e) their ethics and freedom of expression, and (f) their reception and interpretation by students. At the practical level, the course seeks to enable students to design a thematic unit based on the principles of critical media literacy. At the laboratory level, the course seeks to familiarize students with practices of searching for and critically evaluating the content, reliability and usefulness of online media and information resources for the teaching of language in primary school.

In particular, the content of the module consists of the following thematic areas:

### *Thematic Area 1: Introduction – Concepts*

- The historical, social and economic context of media literacy.
- The history of the evolution of media literacy.
- Interaction with other literacies (information literacy, digital literacy).

### *Thematic Area 2: Contemporary Educational Policy Guidelines for Media Literacy*

- UNESCO MIL curriculum for teachers.
- The critical media literacy perspective.

### *Thematic Area 3: News and Reporting*

- Critical investigation of principles, values and rules governing the formation of news discourse in press and television (selection and prioritization of issues, ways of presentation and commentary of them, what is excluded and why, who are speaking or who are not and why, the function of the image and the role of 'experts', the impact of all these on child psychology, the political and social perception of the audience).
- Comparative examination of different news media (print and TV), so as the ability for evaluating them to be developed.
- Examination of the regulatory and ethical framework governing news discourse: issues of censorship and self-censorship, journalistic ethics and freedom of expression.
- Production of alternative news discourse (e.g., making a front-page, composing an online newspaper or a TV bulletin, conducting research and interviews aiming at producing a news reporting on a student's choice theme).

### *Thematic Area 4: Advertising*

- Advertising as a composite genre, which combines image and speech/text, information and fiction, expressive brevity and meaningfulness, pragmatism and aesthetics, commonplace (e.g., stereotypes) and innovation.
- Advertising as a composite cultural text: values, attitudes, social relations and roles, ethics and control issues.
- Production of alternative advertising discourse, in the context of which the students investigate issues such as the definition of the target audience, communication strategy options, composition and aesthetics issues.

### *Thematic Area 5: Cinema - Fiction Films*

- Cinema as a means for exploring, delineating and interpreting the social environment. By using thematically appropriate movies, we analyze:

- o the way of narration (types of frames, visual angle and association with the scenes and their meaningful effects),
- o the way in which the heroes/characters are represented,
- o the ideological/interpretative view of the director,
- o the connection of the plot/topic to the social experience of the students.

**Thematic Area 6: Images of Reality – Photography, Documentary**

• The power and pitfalls of photographic/cinematographic testimony/ documentation, by using photojournalism (as it is found in the press, in news magazines as well as to relevant special editions) and documentaries (TV and/or film) as the main types of study.

The main axes of reflection that is needed to be developed here are the following:

- o Criticism of the 'naive' realism cultivated by both the plausibility of photographic technology and the rhetoric of the construction of documentaries.
- o Emergence of the role of ideological-interpretive perspective and photographic/cinematographic technique in both the construction and the suggestiveness/naturalness of photojournalism/documentary. References to the phenomena of propaganda and falsification of photographic evidence.
- o Examining the ability of the photojournalism/documentary to explore the historical and social reality and to emerge, uncover, denounce crucial issues/problems.

**Thematic Area 7: Internet**

- Basic concepts (Internet, World Wide Web, search engines).
- Internet history and its commercialization.
- Personalized information and implications for education.

In the context of thematic unit 7, which deals with the Internet, a 10-12 hour laboratory exercise is carried out.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face.	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• Use of ICT in Course Teaching.</li> <li>• Use of ICT in Laboratory Teaching.</li> <li>• Use of ICT in Communication with Students.</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Laboratory work	45
	Reading assignment	15
	Written assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<ul style="list-style-type: none"> <li>• Written Assignment (Formative, Summative).</li> <li>• Performance / Staging (Formative).</li> <li>• Laboratory Assignment (Formative, Summative).</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

a. Course bibliography (Eudoxos):

- Πλειός, Γ. (2021). Παραποιημένες ειδήσεις (Fake news): Ο μετασχηματισμός της προπαγάνδας στην κοινωνία της ενημέρωσης. Αθήνα: Gutenberg.

b. Additional bibliography for study:

In Greek:

- Buckingham, D., & (2008). *Εκπαίδευση στα ΜΜΕ: Αλφαριθμητισμός, μάθηση και σύγχρονη κουλτούρα*, Ε. Κούρτη (Επιμέλεια). Αθήνα: Ελληνικά Γράμματα.
- Γαλάνη, Ά., & Κυρίδης, Α. (2005). Από τη μεγάλη οθόνη στα παιδικά όνειρα: Οι απόψεις των παιδιών για τον παιδικό κινηματογράφο. *Σύγχρονη Εκπαίδευση: Τρίμηνη Επιθεώρηση Εκπαιδευτικών Θεμάτων* [Διαδικτυακά], 0.142 (2005): 83-94.
- Curran, J. (2005). *Μέσα επικοινωνίας και εξουσία*. Αθήνα: Καστανιώτης.
- Graddol, D., Boyd-Barrett, O., & (2001). *Κείμενα των ΜΜΕ: Συγγραφείς και αναγνώστες*, Ι. Φ. Βλαχόπουλος (Επιμ.). Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Ζούμποφ, Σ. (2020). *Η Εποχή του Κατασκοπευτικού Καπιταλισμού*. Αθήνα: Καστανιώτης.
- Ιορδανίδου, Σ., Παπαδημητρίου, Σ., Βαλσαμίδου, Λ. (Επιμ.) (2018). *Εγγραμματισμός στα μέσα: Media Literacy: Σε αναζήτηση της έννοιας και της λειτουργίας της*. Αθήνα: Μεταμεσονύκτιες Εκδόσεις.
- Καμαριανός, Ι. Χ. (2005). *Εξουσία, ΜΜΕ και εκπαίδευση* (1η εκδ.). Αθήνα: Δαρδανός.
- Κυρίδης, Α., & Κασίδου, Σ. (2001). Η εκπαίδευση για τα Μέσα Μαζικής Επικοινωνίας: Το παράδειγμα της τηλεόρασης. *Νέα Παιδεία* 102, 23 – 47.
- Λέανδρος, Ν. (2008). *Επιχειρηματικές στρατηγικές στη βιομηχανία των μέσων* (1η εκδ.). Αθήνα: Καστανιώτης.
- Μπαλτζάκη, Ε. Π. (2010). *Κριτική προσέγγιση τηλεοπτικής εκπομπής οικολογικού περιεχομένου από τη σκοπιά της περιβαλλοντικής εκπαίδευσης*. Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Σχολή Δασολογίας και Φυσικού Περιβάλλοντος.
- Σμυρναίος, Ν. (2018). *Το Ολιγοπώλιο του Διαδικτύου: Πώς οι Google, Apple, Facebook, Amazon και Microsoft πήραν τον έλεγχο της ψηφιακής μας ζωής*. Αθήνα: Μεταμεσονύκτιες Εκδόσεις.
- Τσιτσανούδη-Μαλλίδη, Ν. (2011). *Η γλώσσα των ΜΜΕ στο σχολείο: Μια γλωσσολογική προσέγγιση για την (προ)σχολική εκπαιδευτική διαδικασία*. Αθήνα: Εκδοτικός Οργανισμός Λιβάνη.
- Χαραμής, Π. (Επιμ.), (2001). *Η Αξιοποίηση των ΜΜΕ στο σχολείο: Δυνατότητες - όρια - προοπτικές*. Αθήνα: Εκδόσεις της Σχολής Ι.Μ. Παναγιωτόπουλος.
- Χατζησαββίδης, Σ. Α. (1999). *Ελληνική γλώσσα και δημοσιογραφικός λόγος: Θεωρητικές και ερευνητικές προσεγγίσεις*. Αθήνα: Gutenberg.
- Χατζηστεφάνου, Α. (2022). *Προπαγάνδα και παραπληροφόρηση: Πώς τις εντοπίζουμε*. Αθήνα: Τόπος (Μοτίβο Εκδοτική).
- Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, Chi-Kim (2011). *Παιδεία στα Μέσα και την Πληροφορία: Οδηγός Σπουδών των Εκπαιδευτικών*. [https://unesdoc.unesco.org/ark:/48223/pf0000192971\\_gre](https://unesdoc.unesco.org/ark:/48223/pf0000192971_gre)

In English:

- Macedo, D. & Steinberg, S. (2007). *Media literacy: A reader*. New York: Peter Lang.

Notes in electronic form (<https://elearning.auth.gr/course/view.php?id=10243>)

## EPM59 THEORETICAL PROJECTIONS TO THE NEW GREEK POETRY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPM59	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	THEORETICAL PROJECTIONS TO THE NEW GREEK POETRY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
On completion of the course, students will have: - Acquired a comprehensive knowledge of modern Greek poetic production. - A critical understanding of the peculiar relationships that link poetry to general social reality. - Acquired a body of knowledge and tools that will help them to teach poetry (and literature in general) more effectively in schools.
<b>General competences</b>
Working independently Enhancement of sensibility and sensitivity Promoting free, creative and intervening thinking Critical thought and reflection

## COURSE CONTENT/SYLLABUS

Panagiotis Kondylis, in the Greek introduction to his book *Die Niedergang der bürgerlichen Denk- und Lebensform* (1991), argues that in the modern Greek cultural sphere, poetry is "the only product that has so far been produced in high quality, precisely thanks to the unique dynamics of a palimpsestic and ancient language". The essential and deeper reading /knowledge/understanding of this "product" is the subject of the course. With the help of literary theory and other related and allied disciplines, the study of Modern Greek poetry from its beginnings to the present day will be pursued. The ultimate aim, beyond the search for its entelechy, is to highlight its explicit or implicit, conscious or unconscious connections and associations with what constitutes the true face of Modern Hellenism.

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	When necessary	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Autonomous Study	69
	Exams	3

	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b> Written examination		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus)

Κ. Θ. Δημαράς, *Ιστορία της Νεοελληνικής Λογοτεχνίας*, Αθήνα 2000, Γνώση, (12689194)

(In each section specific bibliography will be given)

**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 60	<b>SEMESTER</b>	C (3 <sup>rd</sup> )
<b>COURSE TITLE</b>	DIDACTICS OF PHYSICS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=17954">https://elearning.auth.gr/course/view.php?id=17954</a>		

**LEARNING OUTCOMES****Learning outcomes**

Within the context of this course, it is aimed that the students:

- Are able to state the basic traits of Physics as a science.
- Are capable of formulating the currents/trends that have existed in the Didactics of Physics, as well as in the Didactics of Science, in general.
- Perceive the basic interrelations between the Philosophy of Physics as a science and the teaching of Physics.
- Know the basic epistemological principles, as well as the procedures, which are related to the “Didactic Transform”:from scientific knowledge into school knowledge.
- Possess knowledge of the so-called, “Three-Dimensions Model” in the Didactics of Physics.
- Conceptualise the role of experiments.
- Have conceptualised the basic axes of the STS Model (“Science - Technology - Society”).
- To be able to formulate and apply the basic axes of STEM Education (Science, Technology, Engineering, Mathematics)
- Comprehend the relation between Critical Education and Physics’ Education.
- Have a clear image of the terms: “Aims of the instruction”, “Teaching Objectives”, “Teaching Scenario”, “Lesson Plan”, “Instructional Means”, “Worksheet” and “Teaching Intervention”, regarding the teaching of Physics.
- Are able, on a practical level (with the aid of specific Workshops, organised in groups), to formulate and realise a teaching scenario on a unit of Physics, among the ones taught at Primary School.

**General competences**

The aim of this course, for the students who choose it, is for them to acquire competences, such as:

- To raise queries and to carry out inquiry as a process of learning.
- To study resources, books and papers/articles, on a topic.
- The careful and well-designed surfing in the Internet, towards finding answers.
- The study, as well as the synthetic work, within teams.



- The configuration, but also the evaluation of achievement, of the *teaching objectives*, on the teaching of a specific unit of Physics at Primary School.
  - The organised and well-structured presentation of: pieces of knowledge, findings and also views, both in oral and written form.
  - The juxtaposition of References (literature) at a proper and comprehensible way.
- The realisation of a complete Physics' lesson for the 5<sup>th</sup> or the 6<sup>th</sup> grade of Primary School (\*these are the grades where Physics is taught in the Greek educational system).

### **COURSE CONTENT/SYLLABUS**

During the lectures / meetings, within the course framework, within the timeline of the semester, the following topics are taught /discussed:

- The necessity and the historic course of Didactics of Physics until nowadays.
- What “science” is, what Physics as a science is and the main historical trends in the Philosophy of Science. The scientific “method”, as regards Physics.
- Basic elements of the theories of learning and of the human’s cognitive development.
- The scientific knowledge and the school knowledge in Physics, as well as the “Didactic Transform” from one to the other.
- Scientific Literacy related to Physics.
- The “scientific model” in the teaching of Physics. “Constructivism” in the teaching of Science. The pre-instructional (alternative) ideas of children. Examples.
- The main principles and the variations of “Inquiry-Based-Learning” (IBL). The “5E-Model”, and its application in the teaching of Physics.
- The role of the experiment and the role of models in the teaching of Physics.
- “Teaching Scenario”, “Worksheet”, “Teaching Objectives” and other basic terms / concepts in the Didactic of Physics.
- The “Three-Dimensions Model” and the Didactics of Physics.
- The role of History and Philosophy of Physics in the teaching of Physics. Examples from the teaching Praxis.
- Constructionism of Seymour Papert, as a tool for teaching and learning in Physics
- The instruction on the “Nature of Science” (NoS), within the context of teaching Physics.
- Teaching of Physics within the framework of the Programme “Science-Technology-Society” (STS).
- Critical Education and the teaching of Physics.
- Basic principles of STEM Education and its relation to the teaching of Physics at Primary School.
- Introduction to the Project method as a tool for teaching Physics.

- At a “laboratory/workshop” level:  
 Within this course, Workshops are conducted where groups of students present specific didactic scenarios, as well as the corresponding Worksheets, concerning the instruction on specific topics/units of Physics among the syllabus of Primary School. Certain teaching objectives have to be chosen and presented, as well as the evaluation of their achievement. The scenarios are discussed in the plenary session of the students, so that discussion takes place and feedback is provided.

### **TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to-face instruction
<b>USE OF ICT</b>	The professor, as well as the students, use: a. Resources from the Internet b. Electronic files and simulations/models, that are also uploaded to the electronic class of the course.

	During the lecture, a computer and a projector are used. For communication between the professor and the students, the electronic class is, auxiliarily, used.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39 hours
	Laboratory Practice	27 hours
	Study and Analysis of Books and Papers	41 hours
	Writing / Composing the final assignment	40 hours
	Written final exams	3 hours
	<b>Total</b>	<b>150 hours</b>
<b>STUDENT ASSESMENT</b>	<p>A. With a written exam at the end of the semester (70% of the grade)</p> <p>B. From the teaching scenario (final assignment), that the students build in groups, present it at the plenary session and deliver it to the professor (30% of the grade).</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Constantine Skordoulis and Constantina Stefanidou (2021). *Teaching Methodology of Science* [Greek Language]. Publishers: Propompos.
- Andreas Kassetas (2021). *The Concepts of Physics and their Instruction* [Greek Language]. Publishers: Diavlos S.A.

**Additional Suggested Literature:**

- Arnold Arons (1992). *A Guide to Introductory Physics Teaching*. Publishers for the Greek Language: Trochalia.
- Krystallia Halkia (2012). *Teaching Science* [Greek Language]. Publishers: Patakis.
- Andreas Kassetas (2000). *I teach the long ("Physics") before the short ("Teaching")*. [Greek Language]. Publishers: Savvalas.
- [Hans Ernst Fischer](#) (Editor), [Raimund Girwidz](#) (Editor) (2023). *Physics Education (Challenges in Physics Education)*. Publishers: Springer.
- [Jose Mestre](#), [Jennifer Docktor](#) (2020). *The Science Of Learning Physics: Cognitive Strategies For Improving Instruction*. Publishers: WSPC.
- UNESCO (2005). *Teaching and Learning of Science at the Primary Education* [Greek Language]. Publishers: Tipothito.

## ΕΠΜ 61 - TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ61	<b>SEMESTER</b>	C (3 <sup>rd</sup> )
<b>COURSE TITLE</b>	PHYSICS FOR PRIMARY SCHOOL EDUCATORS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation/ Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Within the framework of this one-semester course, students are expected to:</p> <ul style="list-style-type: none"> <li>- To be able to formulate basic principles, laws, and theories of physics, and in particular the Physics taught at the Primary School.</li> <li>- To conceive the CONCEPTS of physics and the main PHYSICAL QUANTITIES with their specific units.</li> <li>- To be able to interpret, in terms of physics, the phenomena dealt with in school Physics and in particular in the two textbooks "Primary School Natural Science" of the 5th and the 6th grade.</li> <li>- To possess knowledge of basic mathematical relationships and formulas of Physics, related to school education.</li> <li>- To have sufficient knowledge of thematic areas of physics taught in primary school, and in particular knowledge of: <ul style="list-style-type: none"> <li>Engineering, electricity, Heat and Temperature, Electricity and Current, Magnetism and</li> <li>Electromagnetism, oscillations, waves, sound, light (optics), states (phases) of matter, and others.</li> </ul> </li> <li>- To be able to perform simple laboratory experiments directly related to the material of Physics in Elementary School. The experiments are based on simple everyday materials (household or otherwise), as well as on very basic laboratory instruments (dynamometer, school thermometer, multimeter, and others).</li> <li>- To love Physics as a science and be willing to engage with its concepts to teach these to their future students.</li> <li>- To have a broad involvement with the basic "scientific processes" related to Physics as a science. These include: observation, measurement, hypothesis formulation, drawing conclusions, creating simple graphs, and others.</li> </ul>
<b>General competences</b>
<p>The course aims in the development of the following skills in the students:</p> <ul style="list-style-type: none"> <li>➤ Application of knowledge in practice.</li> <li>➤ Search, analysis, and synthesis of data and information, using the necessary technologies.</li> </ul>

- Making decisions.
- Autonomous work.
- Work in groups.
- Working in an interdisciplinary environment.
- Generation of new research ideas.
- Respect for diversity and multiculturalism.
- Respect for the natural environment.
- Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues.
- Exercise criticism and self-criticism.
- Promotion of free, creative, and inductive thinking.

**COURSE CONTENT/SYLLABUS**

In the context of this one-semester course, undergraduate students are taught:

- The basic natural quantities and their units.
- "Measurement" procedures and techniques. Basic instruments for measuring and performing experiments related to Primary Education.
- Issues related to "error" (systematic and random) and "accuracy" in school Physics.
- "Mechanics" at the Primary School level.
- "Energy" at the Primary School level.
- "Heat" and "Temperature" at the Primary School level.
- "Electricity" and "Electric Current" at the Primary School level.
- "Magnetism" and "Electromagnetism" at the Primary School level.
- "Oscillations" at the Primary School level.
- "Waves" at the Primary School level.
- "Sound" at the Primary School level.
- "Light" and "Optics" at the Primary School level and
- "States" ("phases") of matter at the Primary School level.

If the time of the semester allows it, the course also includes elementary Chemistry subjects of the Primary School, such as:

- Mixtures and solutions
- Acids, bases, salts, and
- Simple chemical reactions.

In the Laboratory part of the course:

- The students perform experiments in groups (face to face) on areas of School Physics, such as:  
 Mechanics, Heat, Electromagnetism, Sound, Optics (Light) etc.

The equipment used in the laboratory experiments consists of:

- i. Materials and devices of daily use and
- ii. Simple instruments of the Primary School Physics Laboratory.

**TEACHING & LEARNING METHODS/ ACTIVITIES - ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction
<b>USE OF ICT</b>	ICTs are used during the course lectures (presentations, simulations, etc.) Also, the students do use ICTs during the creation and the final presentation of the semester's synthetic assignment.

	Additionally, the course features an electronic (virtual) classroom, e-learning in an ICT-based environment, and ICT tools where communication with the students takes place, and also textual and multimedia material is posted there in both ways, by the teacher and by the students.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	<b>Lectures</b>	<b>39 hours</b>
	<b>Laboratory Practice</b>	<b>27 hours</b>
	<b>Study and Analysis of Books and Papers</b>	<b>42 hours</b>
	<b>Composing / Writing the final / synthetic assignment</b>	<b>42 hours</b>
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>With a written synthetic assignment, which the students write in groups during the semester, and each group presents it to the plenary session and also submits it for grading at the end of the semester (100% of the grade).</p> <p>The assignment is related to a topic, a phenomenon, or an application of Physics.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

<ul style="list-style-type: none"> <li>● Hewitt Paul (2017). <i>Conceptual Physics</i>. (12<sup>th</sup> Edition) Publishers: Pearson.</li> <li>● Kassetas Andreas (2021). <i>The Concepts of Physics and their Instruction</i> [Greek Language]. Publishers: Diavlos S.A.</li> </ul> <p style="text-align: center;"><i>Additional Bibliography for further reading:</i></p> <ul style="list-style-type: none"> <li>● Kandilis Panagiotis (1996) <i>Physics at Primary School: Methodology and Experiments</i>. [Greek Language]. Publishers: Self-Publishing</li> <li>● Walker Jearl (2006). <i>The Flying Circus of Physics</i>. 2<sup>nd</sup> Edition. Publishers: Wiley.</li> <li>● Lewin Walter and Goldstein Warren (2012). <i>For the love of Physics</i>. Publishers: Free Press.</li> </ul>
---

## TITLE

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	ΕΠΜ62	SEMESTER	D (4 <sup>th</sup> )
COURSE TITLE	THE EXPERIMENT AND ITS ROLE FOR PHYSICS AT PRIMARY EDUCATION		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
	3	5	
COURSE CATEGORY	Specific Foundation/ Core		
PREREQUISITE COURSES/CLASSES			
LANGUAGE OF INSTRUCTION/ EXAMINATION	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE URL	<a href="https://elearning.auth.gr/course/view.php?id=18444">https://elearning.auth.gr/course/view.php?id=18444</a>		

## LEARNING OUTCOMES

## Learning outcomes

Within the context of this course, it is aimed that the students:

- Know, and can describe the key role that the experiment carries out, for the teaching of Physics at Primary School.
- Are aware of and know the use of simple materials of everyday use, which can be used for the experimental teaching of Physics at Primary School.
- Know, and are capable of handling the basic arrangements of laboratory equipment, which are used for the Physics' experiments at Primary School.

Are in a position to carry out - during the instruction - but also to assist their future students during the conduction, regarding all the experiments stipulated in the teaching of the units of Physics (textbook: "I research and I discover"), at Primary School.

## General competences

The aim of the course, for the students that would select it, is that they acquire competences, such as:

- The ability to use and the comprehension of all the simple materials - of everyday use - which are related to the Physics' experiments at Primary School
- The ability to *take* and *record measurements*.
- The competence of handling simple laboratory devices and arrangements, tha are used in the Physics of Primary Education.
- The elaboration of the measurements taken, such as finding the average values, plotting simple graphs etc.
- The identification / recognition of the various forms of **error**, when measurements are carried out, as well as the justification /reasoning about errors.

At the same time, it is aimed, during this course, that certain stances are developed to the perspective Primary Education educators. Such stances are:

- To not hesitate or be afraid to carry out simple experiments in the classroom - always, of course, complying with the safety standards - so that this flair for experimenting is also imparted to their own students in the future.

- To become acquainted with devices or arrangements that are a little more complex or a little more technologically advanced, so that they can also incorporate the latter into their Physics instruction.
- To be in a position to control and evaluate the reasons for which an experiment “failed” or did not yield the expected results.
- To teach and train their students practically, so as to work *in groups* for the carrying out of the experiments.

### COURSE CONTENT/SYLLABUS

During the lectures/ meetings, in the context of this course, as the semester evolves in time, the following topics are taught/ discussed:

- The theoretical and epistemological basis for the use of experiments in the instruction of Physics.
- A historical retrospection of the use of experiments in teaching. Historical experiments in the evolution of Physics and their significance.
- The various types of experiments in teaching.
- Teaching objectives of the carrying out of experiments at Primary School.
- The main physical quantities and their units of measurement. The concept of measurement itself.
- Basic principles for measuring and the recording of physical quantities. The concept of *error* and the various types of error in measurements..
- Elaboration of measurements in an experiment. The concept of “*average value*”, of “*deviation*”, the creation of simple graphs.
- The conditions of safety during the carrying out of experiments in the school classroom or in the school laboratory. Common mistakes made during taking measurements and their avoidance.
- Description and familiarisation, concerning the laboratory arrangements that are used for experiments at Primary School. For example: the dynamometer, the digital chronometer, electric multimeter, basic electric sources, simple circuits, alcohol thermometer, protractor disc, and prisms for the analysis of light in colors.
- Basic demonstration experiments, with the participation of the undergraduate students, aligned with the syllabus in the books: “Physics for the E Class” and “Physics for the F Class” of the Greek Primary School.
- A little more advanced laboratory equipment and sensors, which can be used for experiments at Primary School, as well as their role in teaching.
- Certain software tools for conducting simulated experiments on computers, selected among the ones existing in the Web.
- Simple platforms of Educational Robotics, as well as their use, as instruments of measuring and recording quantities, in Physics experiments for the Primary Education.

At a laboratory level:

- At specific meetings/ lectures, during the duration of the course, some students present experiments that they have prepared in groups, to the rest of the students. The experiments are related to specific units/topics of Physics, among the ones that the Primary School Syllabus contains.

- During the presentation of these experiments, the teaching objectives are described, the equipment used is presented, the location of the experiment would take place is specified (laboratory/school classroom, etc.), the grouping of students in the class is discussed, and - finally - the Worksheets that would be given to the students, are reviewed.
- Feedback, as well as discussion, about the experiment(s) presented live, form the plenary session of the undergraduate students.

**TEACHING & LEARNING METHODS/ ACTIVITIES - ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction	
<b>USE OF ICT</b>	The professor, as well as the students, use - during the course: a. Resources form the Internet. b. Electronic files and simulations/models, which are also uploaded to the e-class of the course. During the lecture, a computer and a projector are used. Additionally, the electronic class (e-class) is used, as an auxiliary tool for communication between the teacher and the students. c. Simple platforms and arrangements of Educational Robotics are used in the course - after they have been programmed or after their simple programming is explained.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39 hours
	Laboratory Exercise	27 hours
	Study and Analysis of Books and Papers	42 hours
	Composing and Writing of the final synthesis assignment	42 hours
	<b>Total</b>	<b>150 hours</b>
<b>STUDENT ASSESMENT</b>	With a written synthesis assignment, which the students write in groups during the semester, and each group presents it to the plenary session and also submits it for grading at the end of the semester (100% of the grade)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Arnaoutakis Giannis, Karanikas Giannis, Karapanagiotis Vassilieios, Kokkotas Panagiotis, Kourelis Giannis (2005). *Physics Experiments for the Primary, the Junior Secondary and the Higher Secondary School*. [Greek Language]. Publishers: Grigori S.A.
  - Hewitt Paul (2017). *Conceptual Physics*. (12<sup>th</sup> Edition) Publishers: Pearson.
- Additional Bibliography for studying:**
- Kandilis Panagiotis (1996) *Physics at Primary School: Methodology and Experiments*. [Greek Language].



Publishers: Self-Publishing.

- UNESCO (2003). *A treasure of Experiments: Theory and Praxis*. 2<sup>nd</sup> Edition. [Greek Language].  
Publishers: Macedonian Editions.
- Baxter Nicola (2000). *My book of Science Experiments*.  
Publisher: Bookmart.
- Kaisaras Alexopoulos and Dionissis Marinos (1999) . *The Little Researcher: 100 Experiments in Physics*. [Greek Language].  
Publishers: Macedonian Editions.

**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ63	<b>SEMESTER</b>	D (4 <sup>th</sup> )
<b>COURSE TITLE</b>	DIGITAL TECHNOLOGIES AND EDUCATIONAL ROBOTICS IN PHYSICS EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=18446">https://elearning.auth.gr/course/view.php?id=18446</a>		

**LEARNING OUTCOMES****Learning outcomes**

At the end of this one-semester course, it is aimed that the students:

- Are able to describe, in specific ways and with clarity, the contribution and role of tools from ICT's and digital technologies in Physics education.
- Have acquired measurable and assessable skills of using digital technologies and of using computers in Physics instruction, as perspective educators.
- Be able to build - both as future educators, but also for their own students - communities of learning, based on digital technologies, as regards Physics.
- Be capable of using basic arrangements of Educational Robotics, for the instruction of topics of Physics.
- Make an adequate and in-depth didactic use of the Internet for Physics.

As regards the stances and the emotional/social aims, according to Bloom, it is aimed that:

- Any kind of "technophobia" of perspective educators is raised, and - with digital technologies and Educational Robotics as tools - they face Physics in a more friendly way.
- They acquire the possibility to understand Physics phenomena and topics and explain them to students by utilising digital technologies and/or Educational Robotics, instead of using complex descriptions or descriptions that include mathematical formalism.

**General competences**

The aim of the course, for the students that would select it, is that they acquire competences such as:

- The search, analysis, and synthesis of data and information, with the use of the necessary technologies.
- The decision-making, regarding the design (for example of models, devices etc).
- The autonomous work (searches in the Internet, study of models, study of simulations, etc., at home).

- The work in groups/teams (such as projects, communities of learning, laboratory practice in digital technologies, and Educational Robotics).
- Promoting their free, creative, and inductive thinking.
- The construction skills, regarding - for example - simple circuits in platforms of Educational Robotics.
- Elementary algorithmic and programming skills.

### **COURSE CONTENT/SYLLABUS**

The course has a teaching, but also a laboratory nature. The students are practicing in applied teaching design, in parallel with the lectures and the laboratory practice. The practice includes: (i) usage of digital technologies, (ii) usage of and exercise in contemporary laboratory arrangements, and (iii) interaction practice with arrangements of Educational Robotics.

At the same time, the students carry out an individual or group assignment/ work.

Teaching Fields:

- Digital Technologies and their educational deployment.
- Technologies and theories of learning.
- The evolution and the classifications of pieces of educational software, with a focus on Physics as the field of application.
- The importance of digital technologies for the teaching and learning of Physics.
- The changes in school practice, brought about by digital technologies. The role of the Physics' teacher, in relation to the educational usage of technologies. The teacher as a creator of educational material.
- The principles of design and development of educational software.
- The evaluation of educational environments which are supported by digital technologies.
- Contemporary environments of learning, based on technology, for Physics' teaching.
- Educational utilisation of general purpose software. Educational software constituting by multimedia and hypermedia.
- Webquests as a teaching practice.
- Web2.0 applications (blogs, wikis, social networking tools...) as teaching tools for Physics.
- Communities of learning and practice, distance education systems, digital repositories of educational material for Physics.
- Visualisations, simulations and modeling with computer, from the field of Physics.
- Virtual Physics Labs.
- Changes in laboratory practice. Laboratories supported by Digital Technologies and micro-computers (e.g. MBL).
- The use of Multi-Agent-Based Systems (such as NetLogo) in simulation and modeling for educational purposes in Physics.
- "Microworlds" as an educational tool in Physics.
- Educational Robotics' devices, with an emphasis on the Arduino platform and physical computing, as well as the Micro:bit platform, used for teaching purposes in Physics.
- Programming environments with tiles (Scratch), as teaching tools in Physics and as teaching tools combined with Robotics

(Scratch for Arduino) in Physics.

- Possible rudimentary introduction to other Educational Robotics platforms, with a didactic use in Primary School Physics, such as: Lego, Raspberry pi, etc.

Course Structure:

The course is generally structured in thirteen consecutive meetings, lasting three hours each, alternating between: lectures, laboratory practice in Digital Technologies and laboratory practice in Educational Robotics.

The last meeting is the presentation of the projects by the students.

The structure and content of the thirteen (13) meetings is described as follows:

- 1st Lecture: Generally, about the role of digital technologies, as teaching and learning tools in a broad sense, and in Physics, in particular.
- 2nd Lecture: Simulation, visualisation and modeling environments from the area of Digital Technologies, in the teaching and learning of Physics. Electronic repositories for Physics.
- 3rd Lecture: Special topics of Physics (sound, light, photovoltaics, etc.) seen through the prism of Digital Technologies (Part A).
- 4th Lecture: Special topics of Physics (heat, electrical circuits, elementary electronics, etc.) seen through the prism of Digital Technologies (Part B).
- 1st Digital Technologies Workshop: Simulation, modeling and programming environments in Physics Education. Electronic repositories.
- 5th Lecture: Learning communities using technologies, in Physics. Team-collaborative and synchronous or asynchronous teaching with technological tools. Use of the Internet for Physics learning purposes.
- 2nd Digital Technologies Workshop: The distributed documents (Google docs) of various formats (Worksheets, presentations, texts) as a means of teaching Natural Sciences for the Primary teacher. Technology-based learning communities for Physics.
- 3rd Digital Technologies Workshop: Use and application of Microworlds and Multi-Agent-Based systems in the teaching and learning of Physics.

**Emphasis in the Scratch programming environment.**

- Laboratory with high-tech experimental devices: Systems for collecting, recording and storing data and creating graphs in real-time. (E.g. The SPARK Platform). Microcomputer-Based-Laboratory (MBL). Sensors – Actuators. Oscilloscope – Photogate (simple applications).
  - 4th Digital Technologies Workshop: Creating a Physics' course in e-class environments (emphasis on the Open e-class). The new h5p ([www.h5p.org](http://www.h5p.org)) course builder for Physics.
  - 6th Lecture: Educational Robotics as a teaching and learning tool in Physics. The case of the Arduino platform and Physical Computing. The Micro:bit platform. [If time permits it: An introduction to the Educational Robotics' platforms Lego and Raspberry Pi.]
  - 1st Educational Robotics Workshop: Use and application of the Arduino platform, in order to practice Physical Computing, in specific examples from the field of Physics. (Indicatively: electrical circuits, Optics, Renewable Energy Sources, etc.)
- Using Scratch as an Arduino programming tool. Use and application of the Micro:bit platform, in specific examples from the field of Physics.
- Last meeting: Projects' presentations by the student groups.

In general, regarding the section on Educational Robotics, at the lectures emphasis is given to the Arduino, whereas at the Laboratory part of this section of the course, mostly BBC Micro:bit is used.

**TEACHING & LEARNING METHODS/ ACTIVITIES - ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction	
<b>USE OF ICT</b>	<p>ICTs are used during the course lectures. Also, the students do use ICTs during the creation and the final presentation of the semester's synthesis assignment.</p> <p>Additionally, the course features an electronic (virtual) classroom, e-learning, in an ICT-based environment, and with ICT tools, where communication with the students takes place, and also textual and multimedia material is posted there both ways, by the teacher and by the students.</p> <p>Finally, ICT's are used in the course's laboratories, both for the study of simulation, modeling, and programming environments for the teaching of Physics, as well as for the programming and operation of Educational Robotics devices.</p>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39 hours
	Laboratory Exercise	27 hours
	Study and Analysis of Books and Papers	42 hours
	Composing and Writing of the final synthesis assignment	42 hours
	<b>Total</b>	<b>150 hours</b>
<b>STUDENT ASSESMENT</b>	With a written synthesis assignment, which the students write in groups during the semester, each group presents it to the plenary session, and they also submit it for grading at the end of the semester (100% of the grade).	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Papazoglou Panagiotis and Lionis Spyros-Polychronis (2021). *Development of Applications with Arduino. 3<sup>rd</sup> Edition. [Greek Language]*. Publishers: A. Tziola and Sons, S.A.
- Karvouniaris Vassilios and Lazarinis Fotios (2021). *Educational Robotics with the use of the BBC Micro:bit micro-processor. 1<sup>st</sup> Edition.* Publishers: DISIGMA PCC.

**Additional suggested bibliography for study:**

- Psycharis Sarantos & Kalovrektis Konstantinos (2017). *Didactics and Design of Educational Activities on STEM and ICTs.* [Greek Language]. Publishers: A. Tziola and Sons, S.A.

- Roblyer Margaret and Doering Aaron (2010). *Integrating Educational Technology into Teaching*.  
Publishers: Allyn & Bacon. Greek publishers: Ion.
- Voutyrakou Dialekti - Athina, Panos Apostolos, Syrris Iioannis (2020) *Worksheets for the Platforms Micro:bit and Arduino*. [Greek Language].  
Publishers: Patakis.
- Mikropoulos Tassos and Bellou Ioanna (2010). *Teaching Scenarios with a Computer*.  
[Greek Language]  
Publisher: Kleidarithmos.

## TITLE DEVELOPMENT OF MATHEMATICAL REASONING IN SCHOOL AGE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ65	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	DEVELOPMENT OF MATHEMATICAL REASONING IN SCHOOL AGE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600255591">https://qa.auth.gr/en/class/1/600255591</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
By the end of the course students will demonstrate that they have: <ul style="list-style-type: none"> <li>Enhanced their content knowledge, skills and understanding in mathematics in order to increase children's learning and understanding of mathematics.</li> <li>Been able to design mathematical tasks that foster the development of children's mathematical reasoning</li> <li>Been able to select and apply manipulatives in mathematics as well as implement teaching sessions that enhance children's creative learning</li> </ul>
<b>General competences</b>
Apply knowledge in practice Retrieve, analyse and synthesise data and information, with the use of necessary technologies Adapt to new situations Work in teams Generate new research ideas Design and manage projects Be critical and self-critical Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

This course focuses on issues regarding the development of mathematical concepts such as number, operations, measurement, space, as well as mathematical skills such as symbolism and algorithms. Research data on children's representations are presented and ways of developing children's emergent mathematical literacy are discussed. By studying the mathematics curriculum for primary education emphasis is laid on the principles of designing mathematical tasks in order to promote creativity and communication in mathematics.
--

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face
-------------------------	--------------

<b>USE OF ICT</b>	Yes	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	10
	Reading assignment	20
	Written assignment	42
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Βοσνιάδου, Σ. (1998, επιμ.). *Η ψυχολογία των μαθηματικών*. Αθήνα: Gutenberg.

Δεσλή, Δ. (2021). *Οι εκτιμήσεις στη μαθηματική εκπαίδευση*. Αθήνα: Gutenberg.

Desli, D., & Lioliou, A. (2020). Relationship between computational estimation and problem solving. *International Electronic Journal of Mathematics Education*, 15(3). <https://doi.org/10.29333/iejme/8435>

Δεσλή, Δ., & Βασιλά, Α. (2017). Παρουσίαση και σύγκριση του ισχύοντος και του νέου προγράμματος σπουδών των μαθηματικών του δημοτικού σχολείου αναφορικά με τη διδασκαλία της στατιστικής. *Παιδαγωγική Επιθεώρηση*, 63, 46-56.

Desli, D., & Loukidou, H. (2014). Addition and subtraction word problems in Greek Grade A and Grade B mathematics textbooks: distribution and children's understanding. *International Journal for Mathematics Teaching and Learning* (www.cimt.plymouth.ac.uk/journal/desli ) Corpus ID: 124982072

Deslis, D., & Desli, D. (2023). Does this answer make sense? Primary school students and adults judge the reasonableness of computational results in context-based and context-free mathematical tasks. *International Journal of Science and Mathematics Education*, 21, 71-91. <https://doi.org/10.1007/s10763-022-10250-0>

Ζαχάρος, Κ. (2006). *Οι μαθηματικές έννοιες στην προσχολική εκπαίδευση και η διδασκαλία τους*. Αθήνα: Μεταίχμιο.

Hughes, M. (1999). *Τα παιδιά και η έννοια των αριθμών*. Αθήνα: Gutenberg.

Kamii, C., & De Clark, G. (1995). *Τα παιδιά ξαναεφευρίσκουν την αριθμητική. Προεκτάσεις και εφαρμογές της θεωρίας του Piaget*. Εκδόσεις Πατάκη.

Kahney, H. (1997). *Λύση προβλημάτων*. Αθήνα: Ελληνικά Γράμματα.

Καφούση, Σ., & Σκουμπουρδή, Χ. (2008). *Τα μαθηματικά των παιδιών 4-6 ετών*. Αθήνα Εκδόσεις Πατάκη.

Κολέζα, Ε. (2017). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Gutenberg.

Κολέζα, Ε. (2006). *Μαθηματικά και σχολικά μαθηματικά*. Αθήνα: Ελληνικά Γράμματα.

Λεμονίδης, Χ. (2013). *Μαθηματικά της φύσης και της ζωής*. Θεσσαλονίκη: Ζυγός.

Λεμονίδης, Χ. (2003). *Μια νέα πρόταση διδασκαλίας των μαθηματικών στις πρώτες τάξεις του δημοτικού σχολείου*. Αθήνα: Πατάκης.

Λεμονίδης, Χ. (1996). *Περίπατος στη μάθηση της στοιχειώδους αριθμητικής*. Θεσσαλονίκη: Αφοι Κυριακίδη.

Nunes, T., & Bryant, P. (2007). *Τα παιδιά κάνουν μαθηματικά*. Αθήνα: Gutenberg



- Polya, G. (1945). *How to solve it* (μετάφραση στα ελληνικά: Πώς να το λύσω). Princeton: Princeton University Press.
- Smith, S.P. (2003). Representation in school mathematics: Children's representations of problems. In J. Kilpatrick, W.G. Martin & D. Schifter (eds.), *A research companion to principles and standards for school mathematics* (pp. 263-274). Reston, VA: NCTM.
- Τζεκάκη, Μ. (2010). *Μαθηματική εκπαίδευση για την προσχολική και πρώτη σχολική ηλικία*. Θεσσαλονίκη: Ζυγός.
- Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα: προσχολική και πρώτη σχολική ηλικία*. Αθήνα: Gutenberg.
- van de Walle, Lovin, L.H., Karp, K.S., & Bay-Williams, J.M. (2017). *Μαθηματικά από το νηπιαγωγείο ως το Γυμνάσιο*. Αθήνα: Gutenberg.

## E- MATHEMATICS AND THE TEACHING OF MATHEMATICS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM70	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	MATHEMATICS AND THE TEACHING OF MATHEMATICS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• At the end the students will be able to understand in depth the foundational mathematical concepts that are negotiated in primary school mathematics.</li> <li>• They will also be aware about teaching issues that are related to the above mentioned concepts.</li> <li>• They will be able to evaluate the students' understanding and identify misconceptions.</li> <li>• They will be able to use a variety of representations and recognize the one that is optimal for each situation.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>• Make decisions</li> <li>• Work in teams</li> <li>• Generate new research ideas</li> <li>• Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

<p>NUMBERS-PREALGEBRA</p> <ul style="list-style-type: none"> <li>• Natural numbers</li> <li>• Number Theory</li> <li>• Fractions</li> <li>• Decimals</li> <li>• Ratios - percentages</li> <li>• Variables - Equations</li> <li>• Statistical concepts</li> </ul> <p>GEOMETRY</p>
--

- Plane shapes
- Perimeter - Area
- Geometry of solids
- Volume - Surface area

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	ICT is used (a) for presenting the content of the course, and (b) for acquiring certain skills in relation to certain software used for teaching mathematics.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Reading Assignment	35
	Field trips and participation in conferences / seminars / activities	8
	Written assignments	14
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	The students' evaluation is summative through written exams. They are asked to complete multiple choice questions, answer questions with short answers and solve problems. They know the way and criteria of the exam through both the lectures and the website of the course. Oral exams only in case some students cannot participate to the written exams due to health problems	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

a. Course bibliography (Eudoxus)

I. Papadopoulos (2013) Mathematics in Primary school and the teaching of mathematics. University of Macedonia Press. Thessaloniki

b. Additional bibliography for study

Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2012). *Mathematical Excursions*. Brooks/Cole Publishing Company.

Bello, I., Britton, J. R., & Kaul, A. (2009). *Topics in contemporary mathematics*. Brooks/Cole Publishing Company.

Bennet, A., Burton, L., & Nelson, T. (2012, 9<sup>th</sup> edition). *Mathematics for Elementary Teachers. A Conceptual Approach*. McGrawHill: New York.

Gantert, A.X. (2007). *Integrated Algebra I*. AMSCO School Publications. New York.

Gowers, T. (2008). *The Princeton Companion to Mathematics*. Princeton: University Press

Haylock, D. (2010, 4<sup>th</sup> edition) *Mathematics Explained for primary teachers*. SAGE Publications Ltd. London.

Hopkins, C., Pope, S., & Pepperell, S. (2004). *Understanding Primary mathematics*. London: David Fulton.

Kennedy, L. M., Tipps, S., & Johnson, A. (2008). *Guiding children's learning of mathematics*. Wadsworth Publishing Company.

Koshy, V., Ernest, P., & Casey, R. (Eds.) (2000). *Mathematics for primary teachers*. New York: Routledge.

Lamon, S. (1999). *Teaching fractions and ratios for understanding. Essential content knowledge and instructional strategies for teachers*. Lawrence Erlbaum Associates, Inc. NJ.

Lamon, S.J. (1999). *Teaching Fractions and Ratios for Understanding*. Lawrence Erlbaum and Associates, Mahwah, NJ.

Lee Lerner, K., & Wilmoth Lerner, B. (2006). *Real-Life Math*. Thomson Gale. Michigan.

Mink, D. V., & Earlene, J. (2009). *Strategies for Teaching Mathematics*. Shell Education Pub. California.

Muschla, J. A., Muschla, G. R., & Muschla, E. (2012). *Teaching the Common Core Math Standards with Hands-On Activities, Grades 6-8*. Jossey-Bass.

Musser, G., Burger, W., & Peterson, B. (2008, 8<sup>th</sup> edition). *Mathematics for Elementary Teachers. A Contemporary Approach*. John Wiley & Sons, Inc. U.S.A.

Rubenstein, R., Beckmann, C., & Thompson, D. (2004). *Teaching and Learning Middle Grades Mathematics*. John Wiley & Sons, Inc. USA.

Smith, K. (2012, 12<sup>th</sup> edition). *The Nature of Mathematics*. CA: Brooks/Cole, Thomson Learning Inc.

Sonnabend, T. (2010, 4<sup>th</sup> edition). *Mathematics for Teachers. An interactive approach for Grades K-8*. Brooks/Cole CENGAGE Learning. Belmont USA.

Suggate, J., Davis, A., & Goulding, M. (2010, 4<sup>th</sup> edition). *Mathematical Knowledge for Primary Teachers*. Routledge, London.

The Concorcium for Foundation Mathematics (2012, 3<sup>rd</sup> edition). *Mathematics in Action. Prealgebra Problem Solving*. Pearson Education, Inc. Boston.

Van de Walle, J. (2007, 6<sup>th</sup> edition). *Elementary and Middle School Mathematics. Teaching developmentally*. Pearson education, Inc. Boston.

Venema, G. (2002). *Foundations of Geometry*. Upper Saddle River, NJ: Pearson Prentice Hall

Journals relevant to Mathematics Education:

- Educational Studies in Mathematics
- Journal for Research in Mathematics Education
- Journal of Mathematical Behavior
- Mathematics Education Research Journal
- Mathematical Thinking and Learning
- International Journal of Mathematical Education in Science and Technology
- International Journal of Science and Mathematics Education
- Journal of Mathematics Teacher Education
- Science & Education
- Mediterranean Journal for Research in Mathematics Education
- For the Learning of Mathematics
- The International Journal for Technology in Mathematics Education
- ZDM
- Technology, Knowledge and learning



## ΕΠΜ69 - SCIENCE AND CULTURE IN EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ69	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	SCIENCE AND CULTURE IN EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	GENERAL FOUNDATION		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK & ENGLISH		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="http://atlaswikigr.wikifoundry.com">http://atlaswikigr.wikifoundry.com</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
After the course students are able to recognize, participate in discussions and make decisions about the interrelations of science and culture, science and society.
<b>General competences</b>
Adapt to new situations Make decisions Work autonomously Work in teams Work in an interdisciplinary team Appreciate diversity and multiculturalism Respect natural environment Be critical and self-critical

## COURSE CONTENT/SYLLABUS

During this course students deal with a series of aspects of the interrelation of science and culture. The course uses films to start the discussion and study on a certain issue and students create their own short film about science and culture as a final project of the course. The topics of the course are: a) Scientific discoveries that affected the human culture b) Science and legends c) Science and art
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face and distance learning. Lectures, book, multimedia, educational wiki.		
<b>USE OF ICT</b>	The course is supported by an educational wiki, teaching and evaluation is done through digital narratives and communication takes place via e-mail and the forum of the educational wiki.		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>	

	Lectures	78
	Seminars	7
	Laboratory work	15
	Reading assignment	5
	Project	10
	Artistic creation	5
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students work in groups and create their own original short film or digital narrative about science and culture and their evaluation is based on the image and nature of science their film presents.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Markopoulos, I.N. (2018) Science – Technology and Philosophical Thinking. University Studio Press Publications. Thessaloniki. ISBN : 978-960-12-2407-7

## TITLE PHYSICAL GEOGRAPHY AND THE ENVIRONMENT ΕΠΜ71

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ71	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	PHYSICAL GEOGRAPHY AND THE ENVIRONMENT		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES/CLASSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=18590">https://elearning.auth.gr/course/view.php?id=18590</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
By the end of the course students will know: <ol style="list-style-type: none"> <li>1. about the evolution and functions of river systems. The environmental effects of human intervention</li> <li>2. about karst formations and caves.</li> <li>3. about glaciers, their action and the results of their activity.</li> </ol>
<b>General competences</b>
<ol style="list-style-type: none"> <li>1. Application of knowledge in practice</li> <li>2. Search, analysis and synthesis of data and information</li> <li>3. Respect for the natural environment</li> </ol>

## COURSE CONTENT/SYLLABUS

<ol style="list-style-type: none"> <li>1. Rivers 1</li> <li>2. Rivers 2</li> <li>3. Human intervention in river systems</li> <li>4. Didactic approach to teaching rivers</li> <li>5. Karst (surface and underground)</li> <li>6. Glaciers (types, action, surface formations, climatic conditions)</li> <li>7. Teaching about mountains and rivers</li> <li>8. Review – discussion through film</li> </ol>
--

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Cooperative	
<b>USE OF ICT</b>	Use of ICT in Teaching Use of ICT in Communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	127
	Seminars	20
	Exams	3
	<b>Total</b>	<b>150</b>



**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Almpanakis, K., Vavliakis, E., Psilovikos, A., Sotiroadis, L., (1993). Mechanisms and Evolution of the Delta of Axios River During the 20th Century. 3<sup>rd</sup> PanHellenic Geographical Conference, vol.1, pp. 311-325, Athens.
- Αστάρας, Θ., (1984): Σημειώσεις γεωγραφίας. Σχ. Θετικών επιστημών, Τμ. Γεωλογίας, Α.Π.Θ., Θεσσαλονίκη, 139 σελ.
- Αστάρας, Θ., (1986): Μαθήματα Φυσικής γεωγραφίας. Σχ. Θετικών επιστημών, Τμ. Γεωλογίας, Τομ. Γεωλογίας - Φυσ. Γεωγραφίας Α.Π.Θ., Θεσσαλονίκη, 167 σελ
- Astaras, T. A., Sotiriadis, L., (1988): The evolution of the Thessaloniki - Giannitsa plain in northern Greece during the last 2500 years - From the Alexander the Great era until today. Lake, Mire and River Environments, Lang & Schlüchter (eds). Balkema, Rotterdam. pp. 105-114.
- Duff, D., (1993): Holme's principles of physical geology. Fourth ed.. Chapman & Hall, London, p.171.
- Knoll, H.A., Bambach, K. R, Payne, L.J., Pruss, S., Fischer, W.W., (2007). Paleophysiology and end-Permian mass extinction. Earth and Planetary Science Letters 256 (2007) 295–313. Διαθέσιμο στο [www.sciencedirect.com](http://www.sciencedirect.com).
- Παπαζάχος, Β., (1991): Εισαγωγή στη γεωφυσική. Α.Π.Θ., Θεσσαλονίκη, 208 σελ.
- Press, F., Siever, R., (1978): Earth. Second ed., Freeman & company, San Francisco, p.649
- Ρέλλου, Μ., (2015). Ανάπτυξη και διερεύνηση μοντέλων για τη διδασκαλία του κύκλου του νερού στη φύση. Διδακτορική Διατριβή. ΠΤΔΕ, ΑΠΘ. Θεσσαλονίκη.
- Σωτηριάδης, Λ., (1978): Μαθήματα Φυσικής Γεωγραφίας. Τμ. Γεωλογίας, Α.Π.Θ., Θεσσαλονίκη, 330 σελ.
- Σωτηριάδης, Λ., Ψιλοβίκος, Α., (1975): Ασκήσεις γεωμορφολογίας. Εργ. Φυσικής Γεωγραφίας, Α.Π.Θ., Θεσσαλονίκη, 140 σελ.
- Tuttle, D. S., (1980): Landforms and landscapes. Third ed., WMC. Brown Comp. Publ., Dubuque, Iowa, p.175
- Twidale, R. C., (1978): Analysis of landforms. John Wiley & Sons, p.572
- Whittow, J., (1986): Dictionary of Physical Geography. Penguin Books, Great Britain, p.571

## E- (Optional course)

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM70	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	ISSUES IN DIDACTIC OF MATHEMATICS: PROBLEM SOLVING		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=2523">https://elearning.auth.gr/course/view.php?id=2523</a>		

## LEARNING OUTCOMES

## Learning outcomes

At the end the students will be able to

- Understand the theory of problem solving developed by Polya
- Select and apply problem solving techniques
- Make and check conjectures
- Develop skills in mathematical reasoning
- Combine all the above-mentioned elements to create their own problem
- Nurture the tendency to their students to discover mathematics through suitably designed problems

## General competences

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Make decisions
- Work in teams
- Generate new research ideas
- Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

- What is problem. Categorization of problems. exercises vs problems.
- Closed vs open-ended problems.
- Polya's four steps.
- Problem solving heuristics.
- Mental argumentation.
- Mathematical modeling.

- Mathematical reasoning - proof.
- Experimentation in problem solving.
- The issue of control in problem solving.
- Problem Posing.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	ICT is used (a) for presenting the content of the course, and (b) for acquiring certain skills in relation to certain software used for teaching mathematics. The whole material is accessible through the e-learning platform. E-learning is also used for communicating with the students who attend the course.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Reading Assignment	35
	Field trips and participation in conferences / seminars / activities	8
	Written assignments	14
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	The students' evaluation is summative through written exams. They are asked to complete multiple choice questions, answer questions with short answers and solve problems. They know the way and criteria of the exam through both the lectures and the website of the course. Oral exams only in case some students cannot participate to the written exams due to health problems	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- a. Course bibliography (Eudoxus)  
 Problem solving in Mathematics (J. Mamona-Downs and I. Papadopoulos), Crete University Press, 2017, Heraklion, ISBN: 978-960-524-483-5
- b. Additional bibliography for study
- Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2012). Mathematical Excursions. Brooks/Cole Publishing Company.

- Bello, I., Britton, J. R., & Kaul, A. (2009). Topics in contemporary mathematics. Brooks/Cole Publishing Company.
- Brodie, K. (2010). Teaching mathematical reasoning in secondary schools. New York: Springer.
- Brown, S. & Walter, M. (2005, 3rd edition). The Art of Problem Posing. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Fosnot, C. T., & Dolk, M. (2002). Young Mathematicians at Work: Constructing Fractions, Decimals and Percents. Portsmouth, N. H.: Heinemann Press.
- Hopkins, C., Pope, S., & Pepperell, S. (2006). Understanding primary mathematics. London: David Fulton Publishers.
- Kaur, B., & Har, Y. B. (2009). Mathematical Problem Solving Yearbook 2009, Association of Mathematics Educators. Singapura: World Scientific Publishing Co. Pte. Ltd.
- Kennedy, L. M., Tipps, S., & Johnson, A. (2008). Guiding children's learning of mathematics. Wadsworth Publishing Company.
- Koshy, V., Ernest, P., & Casey, R. (Eds.) (2000). Mathematics for primary teachers. New York: Routledge.
- Krantz, S. G. (1997). Techniques of problem solving. Providence, Rhode Island: American Mathematical Society.
- Mason, J., Burton, L., & Stacey, K. (1982). Thinking Mathematically. London: Addison Wesley.
- Mink, D., & Earlene, J. (2009). Strategies for Teaching Mathematics. Shell EducationPub.
- Polya, G. (1945). How to solve it. Princeton University Press.
- Polya, G. (1981). Mathematical Discovery: on understanding, learning, and teaching problem solving. Academic Press: New York.
- Polya, G. (1990). Mathematics and plausible reasoning, Volume 1: Induction and analogy in mathematics. Princeton University Press.
- Polya, G. (1990). Mathematics and plausible reasoning, Volume 2: Patterns of Plausible Inference. Princeton University Press.
- Smith, K. (2012, 12th edition). The Nature of Mathematics. CA: Brooks/Cole, Thomson Learning Inc.
- Silver, E. A. (1985). Teaching and learning problem solving: Multiple research perspectives. L. Erlbaum Associates.
- Wickelgren, W. A. (1995). How to solve mathematical problems. New York: Dover Publications.
- Zeits, P. (1999). The art and craft of problem solving. New York: John Wiley
- Journals relevant to Mathematics Education:  
Educational Studies in Mathematics  
Journal for Research in Mathematics Education  
Journal of Mathematical Behavior  
Mathematics Education Research Journal  
Mathematical Thinking and Learning  
International Journal of Mathematical Education in Science and Technology  
International Journal of Science and Mathematics Education  
Journal of Mathematics Teacher Education

Science & Education

Mediterranean Journal for Research in Mathematics Education

For the Learning of Mathematics

The International Journal for Technology in Mathematics Education

ZDM

Technology, Knowledge and learning

## ΕΠΜ78 – ENVIRONMENTAL AND SUSTAINABILITY ISSUES

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ78	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	Environmental and Sustainability Issues		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Elective		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek & English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12069">https://elearning.auth.gr/course/view.php?id=12069</a>		

## LEARNING OUTCOMES

**Learning outcomes**

The students should be able, after the completion of the course, to:

- mention the basic principles and features of sustainability
- recognize and report sustainability practices in the daily life concerning the domains of energy, buildings, food, tourism, social justice, circular economy
- adopt, promote and improve sustainability practices in their daily life.

**General competences**

Collaborative learning Interdisciplinary work

Critical and analytical thinking

Search, analysis and synthesis of data and information Creative use of new technologies

Public exhibition and support of ideas

## COURSE CONTENT/SYLLABUS

1. Ecological overshoot \* Introduction to Ecological Footprint (EF)
2. Sustainability and Higher Education Institutions (HEI) \* HEI sustainability assessment methods and tools \* HEI and SDGs \* HEI and EF \* Individual EF \* Factors influencing EF \* EF measurement unit \* EF usefulness \* Daily ways/behaviors that we can reduce EF
3. Description of the Water Footprint (WF) \* WF calculation methodology \* Challenges and opportunities \* Possibilities to participate in the WF reduction effort
4. Description of the Sustainable Development Goals (SDGs) \* Calculation methodology and recording performance in achieving the SDGs \* Challenges and opportunities \* Possibilities to participate in the effort to achieve the SDGs

5. Building potential, energy and environment \* Building relationship with the environment \* Heat flows \* Energy balance \* Building energy behavior \* Effects of buildings on the environment
6. Field visit
7. Sustainability and development \* Circular economy and European Green Deal \* Environmental Management tools (SDS, eco/energy labelling, eco-design, corporate social responsibility)
8. Sustainable management of natural resources in the process of green development by leveraging digital innovation and smart applications \* Green Deal and EU \* Observation, recording and analysis of sustainable and non-sustainable practices and characteristics on the AUTH campus \* Suggestions for improvement
9. Introduction to the concept of Social Sustainability in the Agri-Food Chain \* Redefining the way to satisfy the need for food \* Analysis of new agricultural production models \* From theory to practice: some examples of reframing the agri-food chain in the light of social sustainability will be presented and discussed: Socially Supported Agriculture, Seed Banks, Urban \* School vegetable gardens, Open Farms
10. Economic aspects of sustainability: (1) the failure of markets in terms of "sustainability", (2) Economic externalities, (3) Economic policies to support sustainability. Sustainable Tourism Development
11. Social & Solidarity Economy (KALO) and Circular Economy (CO) through examples and the approaches of KALO - Commons and CO through examples and the approaches of the Commons \* The approach of community economies as a framework of understanding and action for the KO \* The benefits of achieving the objectives of the KO in the light of the KALO of the Commons and the Community Economies
12. The social differences (*social class, gender, nationality / ethnicity, abilities / disabilities, sexual orientation*) and their relationship with sustainable development
13. Sustainable learning in Education in Uncertain Times: A Psychological Approach.
14. Sustainability and Higher Education Institutions (HEI) \* HEI sustainability assessment methods and tools - HEI and SDGs \* HEI and Ecological Footprint

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Lecturing, simulations, group discussions, debate, Site-visits.	
<b>USE OF ICT</b>	Use of ICTs in teaching, in communication and in examinations.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	75
	Field work	3
	Study of educational material and relevant literature	70
	Exams	2

	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written examinations (100%)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

<p>Tyler, M., &amp; Scott, S. (2018). Περιβαλλοντική Επιστήμη. ΤΖΙΟΛΑ &amp; ΥΙΟΙ Α.Ε. (Κωδικός Βιβλίου στον Εύδοξο: 59386824)</p> <p>United Nations (n.d.). <i>Sustainable Development Goals</i>. Available at: <a href="https://www.un.org/sustainabledevelopment/development-agenda/">https://www.un.org/sustainabledevelopment/development-agenda/</a></p> <p>United Nations (n.d.) Make the SDGs reality. Available at: <a href="https://sdgs.un.org">https://sdgs.un.org</a></p> <p>Sustainable Development Solutions Network (n.d.) <a href="http://www.unsdsn.gr">http://www.unsdsn.gr</a></p>
---



## TITLE - SCIENCE TEACHING

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΜΠ81	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	SCIENCE TEACHING		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek (Instruction, Examination) English (Instruction, Examination)		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE URL</b>	e-Study Guide <a href="https://qa.auth.gr/en/class/1/600251584">https://qa.auth.gr/en/class/1/600251584</a> eLearning (Moodle): <a href="https://elearning.auth.gr">https://elearning.auth.gr</a> Other: atlaswiki.eled.auth.gr		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
After the end of the course student-teachers are able to: 1. Study, analyze and evaluate recorded science teaching activities performed by pupils and themselves or their colleagues. 2. Design and perform science activities in the classroom. 3. Work smoothly with pre- and in-service teachers in a primary school in order to prepare and teach in science courses.
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Work in teams</li> <li>• Design and manage projects</li> <li>• Respect natural environment</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>• Be critical and self-critical</li> <li>• Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

The course consists of workshops that introduce future teachers to science teaching, to the norms, the rhythms, the conditions of didactical transpositions elaborated in science classrooms through the use of a variety of teaching strategies. The course is carried out in three phases. In the first series of workshops, future teachers attend, discuss and analyse videotaped science lessons taking place in greek primary schools in real classroom situations. In the second phase, they prepare their own science sessions and teach them in greek primary

schools. Finally, in the third set of workshops future teachers attend, study and analyse their own teaching sessions. During the course the theories of science education are gradually realised and tested in classroom applicability providing fruitful feedback for theory-practice didactical adjustments.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>		
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Seminars	15
	Laboratory Work	25
	Reading Assignment	5
	Project	10
	Written assignments	5
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students are evaluated for the design, application and self-evaluation of a series of activities for the science classroom that they have developed. They present a portfolio with the designed activities, the developed teaching activities and a self-evaluation report.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**  
Σέρογλου, Φ. (2006) Φυσικές επιστήμες για την εκπαίδευση του πολίτη, Επίκεντρο, Θεσσαλονίκη

**Additional bibliography for study**  
Σταυρίδου, Ε. (2000) Συνεργατική μάθηση στις φυσικές επιστήμες: Μια εφαρμογή στο δημοτικό σχολείο, Πανεπιστημιακές Εκδόσεις Θεσσαλίας, Βόλος.

## TITLE PRINCIPLES OF GEOGRAPHY ΕΠΜ82

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ82	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	PRINCIPLES OF GEOGRAPHY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES/CLASSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12991">https://elearning.auth.gr/course/view.php?id=12991</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
By the end of the course students will know: <ol style="list-style-type: none"> <li>1. about maps and how to derive geographic data from them</li> <li>2. about aerial photographs</li> <li>3. about the satellite images</li> <li>4. about digital cartography</li> <li>5. about the interior of the earth, its structure and rocks</li> <li>6. about the paleogeographic evolution of the planet, Europe, Greece</li> <li>7. about Paleontology and the evolution of life on the planet</li> </ol>
<b>General competences</b>
<ol style="list-style-type: none"> <li>1. Application of knowledge in practice</li> <li>2. Search, analysis and synthesis of data and information</li> <li>3. Respect for the natural environment</li> </ol>

## COURSE CONTENT/SYLLABUS

<ol style="list-style-type: none"> <li>1. Maps</li> <li>2. Aerial photographs</li> <li>3. Satellite images</li> <li>4. Geographic information systems</li> <li>5. Study of the structure of the Earth's interior and the consequences on the surface. Rocks. Earthquakes</li> <li>6. Paleogeographic evolution of the planet, Europe and Greece from the Paleozoic century to the present day</li> <li>7. Creation and evolution of life – Science of Paleontology</li> </ol>
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Cooperative	
<b>USE OF ICT</b>	Use of ICT in Teaching Use of ICT in Laboratory Education Use of ICT in Communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>

	Lectures	108
	Lab	39
	exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Αστάρας, Θ., (1990). Φωτοερμηνεία (Τηλεπισκόπηση) στις γεωεπιστήμες (σημειώσεις). Α.Π.Θ., Τμήμα Γεωλογίας, Θεσσαλονίκη, σελ. 198.
- Αστάρας, Θ., (1993). Η συμβολή της σύγχρονης τηλεπισκόπησης στην περιοδική ανίχνευση - προστασία του περιβάλλοντος. Παραδείγματα από το διεθνή και Ελληνικό χώρο. Πρακτικά 2ου Πανελληνίου Συμποσίου "ΗΛΙΑΚΗ ΚΑΙ ΔΙΑΣΤΗΜΙΚΗ ΕΡΕΥΝΑ ΣΤΗΝ ΕΛΛΑΔΑ ΣΗΜΕΡΑ. Βασική Έρευνα, Τεχνολογία και Εφαρμογές. Δημοκρίτειο Παν/μιο Ξάνθης, τόμος I, σελ. 332-366, Ξάνθη.
- Avery, T., (1977). Interpretation of aerial photographs. Third edition, Burgess Publ. Co., Mineapolis, Minnesota, pp.392.
- Βαβλιάκης, Ε., (1985). Μαθήματα γεωγραφίας. Α.Π.Θ., Τμήμα Γεωλογίας, Θεσσαλονίκη, σελ. 193.
- Dickinson, C.G., (1969). Maps and airphotographs. Edward Arnold (publ.), London, pp. 286.
- Λαμπρινός, Ν., (1997). Μία αναφορά στη σύγχρονη τεχνολογία με αφορμή το βιβλίο Γεωγραφίας της Ε΄ τάξης του Δημοτικού σχολείου. Σύγχρονη Εκπαίδευση, τεύχος 93, Μαρτ.-Απρ. 1997, σελ. 70-78.
- Σωτηριάδης, Δ.Α., Ψιλοβίκος, Α.Α., (1976). Γεωγραφία. Μέρος Α. Χαρτογραφία. Α.Π.Θ. Εργ. Φυσικής Γεωγραφίας, Θεσσαλονίκη, σελ. 168.
- Apostolopoulou, E., Klonari, E., Lambrinos, N., Soulakellis, N., 2009. Children's understanding of the physical landscape with 2D and 3D maps. *The New Geography, vol. 57, A Special Issue*, 2009. International Geographical Union-UGI, pp. 95-99
- Bednarz, W. S., 2004. Geographic Information Systems: A tool to support geography and environmental education?. *GeoJournal*, 60: 191-199.
- Bednarz, S. W., Acheson, G., & Bednarz, R. S. 2006. Maps and map learning in social studies. *Social Education*, 70(7), 398–404, 432.

- Boardman, D., 1990. Graphicacy revisited: mapping abilities and gender differences. *Educational Review*, vol. 42, no.1, pp. 57-64
- Freundschuh S. M. and Egenhofer M. J., 1997. Human conceptions of spaces: Implications for GIS. *Transactions in GIS*, vol.2, no.4, pp.361-375
- Gryl, I., and T. Jekel. 2012. Re-centering geoinformation in secondary education: Toward a spatial citizenship approach. *Cartographica* 47 (1): 18–28.
- Kim, M. & Bednarz, R., 2013. Development of critical spatial thinking through GIS learning. *Journal of Geography in Higher Education*, 37:3, 350-366.
- Kwan T., 1999. Pre-teenage children's vernacular perception and experience of maps in Hong Kong. *International Research in Geographical and Environmental Education*, vol. 8:1, pp. 5-25
- Lambrinos, N., 2000. Primary and Elementary School Geography Education in Hellas since 1830. *Geographic Insights*, Vol. X(2), pp. 28-34, October 2000.
- Lambrinos, N. and Asiklari F., 2014. The introduction of GIS and GPS through local history teaching in primary school. *European Journal of Geography*, vol.5, n.1, pp.32-47 (in <http://www.eurogeographyjournal.eu/>)
- Liu, Y., Bui, E. N., Chang, C. -H., & Lossman, H. G. 2010. PBL-GIS in secondary geography education: Does it result in higher-order learning outcomes? *Journal of Geography*, 109(4), 150–158
- McClurg, A., P., and Buss, A., 2007. Professional Development: Teachers use of GIS to enhance student learning. *Journal of Geography*, 106: 79-87
- Madsen L., M., & Rump, C., 2012. Considerations of How to Study Learning Processes when Students use GIS as an Instrument for Developing Spatial Thinking Skills. *Journal of Geography in Higher Education*, 36:1, 97-116
- Marc D. M., Chrisman N., Frank A. U., McHaffie P. H., Pickles J., 1997. The GIS history. *Report presented at the UCGIS Summer Assmbly in Bar Harbor, Maine (at [http://www.geog.buffalo.edu/ncgia/gishist/bar\\_harbor.html](http://www.geog.buffalo.edu/ncgia/gishist/bar_harbor.html)).*
- Milson, A. J., & Curtis, M. D. 2009. Where and why there? Spatial thinking with geographic information systems. *Social Education*, 73(3), 113–118
- National Research Council 2006. *Learning to think spatially: GIS as a support system in the K-12 curriculum*. Washington, DC: The National Academies Press.

- Ratinen, I., and T. Keinonen. 2011. Student-teachers' use of Google Earth in problem-based geology learning. *International Research in Geographical and Environmental Education* 20 (4): 345–358.
- Riihelä J., & Mäki, S., 2015. Designing and Implementing an Online GIS Tool for Schools: The Finnish Case of the PaikkaOppi Project. *Journal of Geography*, 114:1, 15-25.
- Sui D. Z. and Bednarz R. S., 1999. The message is the medium: Geographic Education in the age of the Internet. *Journal of Geography*, vol. 98, no.3, pp.93-99
- Summerby-Murray, R., 2001. Analysing heritage landscapes with historical GIS: Contributions from problem-based inquiry and constructivist pedagogy. *Journal of Geography in Higher Education*, 25(1), 37–52
- Trifonoff K. M., 1999. Encouraging teachers to try new approaches to mapping. *Proceedings of the Joint Seminar on "Discovering Basic Concepts"*. Intern. Cartographic Assoc., August 10-12, 1999, Montreal Quebec, Canada, pp.72-76.
- Walker, D., 1981. Educational computing and Geography, in: Walford, R. (ed.), "Signposts for Geography teaching". Longman, pp. 185-191.
- Κάτσινου Π., Κωνσταντή Κ., 2011. Η διδασκαλία της γεωγραφίας με τη χρήση νέων τεχνολογιών: το Google Earth και το GIS. ΠΤΔΕ, ΑΠΘ, αδημοσίευτη πτυχιακή εργασία.
- Λαμπρινός, Ν., 1999. Γεωγραφική Εκπαίδευση: Μία πρόκληση για την Ελληνική πραγματικότητα του 21<sup>ου</sup> αιώνα. *Σύγχρονη Εκπαίδευση*, τ.104 (Ιαν. - Φεβ. 1999), σελ. 40-46.
- Λαμπρινός, Ν., Αρχοντόγλου, Σ., Γιαννούση, Κ., Εμμανουηλίδης, Χ., Ευθυμίου, Χ., Θεοδωράκη, Κ., Ιωάννου, Α., Καρανταΐδου, Ρ., Κατσάρκας, Α., Κοτσακώστα, Μ., Κουτσομιχάλη, Γ., Παπαστεργίου, Τ., Πετρακίδης, Ν., 2000. *Ερευνητικό Πρόγραμμα: Η αντίληψη της τρίτης διάστασης στους χάρτες από τους μαθητές του Δημοτικού Σχολείου*, τομ. Α, Διδασκαλείο «Δημήτρης Γληνός», Π.Τ.Δ.Ε., Α.Π.Θ., Θεσσαλονίκη
- Λαμπρινός, Ν., 2002α. Web mapping: Ένα εργαλείο για τη διδασκαλία της γεωγραφίας. *Πρακτικά του 7ου Πανελληνίου Συνεδρίου της Χαρτογραφικής Επιστημονικής Εταιρίας Ελλάδας με θέμα «Νησιωτική Χαρτογραφία»*, σελ. 250-259, Μυτιλήνη, 24-26 Οκτωβρίου 2002

Λαμπρινός, Ν., 2002β. Η αφαιρετική διαδικασία στην ανάγνωση χαρτών ως παράγοντας δημιουργίας λανθασμένων εντυπώσεων: Μία εφαρμογή της θεωρίας του Kolb. *Θέματα στην Εκπαίδευση* 3:2-3, 187-200.

Λαμπρινός, Ν. 2009. *Σχετικά με τη Διδασκαλία της Γεωγραφίας στο Σχολείο*. Εκδόσεις Γράφημα, Θεσσαλονίκη, σελ. 294

Knoll, H.A., Bambach, K.R., Payne, L.J., Pruss, S., and Fischer, W.W., 2007. Paleophysiology and end-Permian mass extinction. *Earth and Planetary Science Letters*, 256, pp.295-313 (στο [www.sciencedirect.com](http://www.sciencedirect.com))

Κουφός, Γ., 1997. *Η εμφάνιση και εξέλιξη του ανθρώπου*. Τμήμα Γεωλογίας, ΑΠΘ.

Μελέντης, Ι., 1980. *Παλαιοντολογία Σπονδυλωτών*. Τμήμα Γεωλογίας, ΑΠΘ. Θεσσαλονίκη.

UNEP, 2005. *One planet many people. Atlas of our changing environment*. Earthprint Limited, Hertfordshire, England.

## TITLE DIGITAL APPLICATIONS FOR THE PRIMARY SCHOOL ΕΠΜ84

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ84	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	DIGITAL APPLICATIONS FOR THE PRIMARY SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES/CLASSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=11905">https://elearning.auth.gr/course/view.php?id=11905</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>by the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- use digital applications in the teaching of natural sciences and geography for primary school teaching</li> <li>- create digital narratives for the natural sciences</li> <li>- know what GIS and webmapping (cloudmapping) are</li> <li>- work in QGIS and ArcGIS Online software by making and publishing maps</li> </ul>
<b>General competences</b>
<ol style="list-style-type: none"> <li>1. Application of knowledge in practice</li> <li>2. Search, analysis and synthesis of data and information using the necessary technologies</li> <li>3. Team work</li> <li>4. Work in an interdisciplinary environment</li> <li>5. Promotion of free, creative and inductive thinking</li> </ol>

## COURSE CONTENT/SYLLABUS

<p>The course introduces and trains students in digital applications in the teaching of natural science and geography courses in elementary school. The individual sections of the course present:</p> <ul style="list-style-type: none"> <li>- What are GIS and online cartography. Applications in education</li> <li>- QGIS and ArcGIS Online software and applications in education</li> <li>- Digital narratives for science teaching</li> <li>- Online learning environments for teaching natural sciences</li> </ul>
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Cooperative	
<b>USE OF ICT</b>	Use of ICT in Teaching Use of ICT in Laboratory Education Use of ICT in Communication with students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	36



	Seminars	5
	Lab	78
	Study and analysis of books and articles	8
	Writing essay(s)	23
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment Public presentation	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Ρεπανίδου, Ι., Λαμπρινός, Ν., 2021. Η μαγεία της μέτρησης αποστάσεων στους παγκόσμιους ψηφιακούς χάρτες: Πιλοτική εφαρμογή και βιωματικές προσεγγίσεις στην Πρωτοβάθμια Εκπαίδευση. Πρακτικά 12ου Συνεδρίου της ΕΝΕΦΕΤ, Αθήνα, 19-21 Νοεμβρίου.

Ρεπανίδου, Ι., Λαμπρινός, Ν., 2019. Διαδραστικός ψηφιακός χάρτης της Βυζαντινής αυτοκρατορίας. Πρακτικά του 11ου Πανελληνίου Συνεδρίου της ΕΝΕΦΕΤ, 19-21 Απριλίου 2019, Φλώρινα.

Παύλου, Μ., Λαμπρινός, Ν., 2018. Η Ψηφιακή χαρτογραφική απεικόνιση του Πελοποννησιακού Πολέμου. Πρακτικά 15ου Εθνικού Συνεδρίου Χαρτογραφίας «Η χαρτογραφία των κρίσεων», Θεσσαλονίκη 31/10 – 2/11 2018, σελ. 189-195.

Γαλάνη Α., Ρόκκα Α., 2016. «Η Διδασκαλία της Γεωγραφίας με τη Βοήθεια του Ηλεκτρονικού Υπολογιστή», Εκδόσεις Gutenberg, Αθήνα. Κωδικός Βιβλίου στον Εύδοξο: 59360801

Λαμπρινός, Ν., 2015. Οι τεχνολογίες των Γεωγραφικών Συστημάτων Πληροφοριών (ΓΣΠ) ως εργαλεία υποστήριξης της χωρικής σκέψης στο πλαίσιο της γεωγραφικής διερεύνησης. Παιδαγωγικό Ινστιτούτο Κύπρου, 7 Μαρτίου 2015, Λευκωσία, Κύπρος, σελ.1-37.

Lambrinos, N. and Asiklari F. 2014. The introduction of GIS and GPS through local history teaching in primary school. European Journal of Geography, vol.5, n.1, pp.32-47 (in <http://www.eurogeographyjournal.eu/>)

Λαμπρινός, Ν., Ασικλάρη, Φ., Καλαθάς, Α., 2013. Αξιοποιώντας τα GIS και τη διαδικτυακή χαρτογραφία στο σχολείο. Μία πρόταση για τη διδασκαλία της Γεωγραφίας. Τεύχος 1ο: Χάρτες, σελ. 48. Εκδόσεις ΓΡΑΦΗΜΑ. Θεσσαλονίκη.

Lambrinos, N., 2009. GIS, Map Reading and Geographical Visualisation. In: Using Geoinformation in European Geography Education, Karl Donert (ed.), 2009, Chapter 5, pp. 50 – 58, IGU-UGI – SGI (SocietaGeographicaItaliana), Rome, p.186.

**TITLE ΕΠΜ87 ISSUES IN MATHEMATICS EDUCATION: TEACHING PRACTICES****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ87	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	ISSUES IN MATHEMATICS EDUCATION: TEACHING PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specialization / Direction		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600255591">https://qa.auth.gr/en/class/1/600255591</a>		

**LEARNING OUTCOMES****Learning outcomes**

By the end of the course students will demonstrate that they have:

- Enhanced their content knowledge, skills and understanding in mathematics in order to increase children's learning and understanding of mathematics.
- Been able to search, select and apply teaching approaches in mathematics that enhance children's creative learning
- Learned to design mathematical activities in primary school that place an emphasis on enquiry-based approaches.
- Continued to develop a considered rationale for choice of teaching approaches.
- Reflected on the pedagogy of teaching mathematics and on the teaching approaches used in school, including an awareness of issues related to creative approaches to mathematics, connection to everyday life, links between home and school, diverse student population.
- Developed their understanding of ways of working with colleagues in order to develop mathematical knowledge for teaching.

**General competences**

Apply knowledge in practice  
 Retrieve, analyse and synthesise data and information, with the use of necessary technologies  
 Adapt to new situations  
 Work in teams  
 Generate new research ideas  
 Design and manage projects  
 Appreciate diversity and multiculturality  
 Be critical and self-critical  
 Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

This course focuses on learning to teach mathematics in the primary school in ways that are consistent with considered rationale for choice of teaching approaches. In particular, the

course intends to explore theory, research and practice related to topics such as methods of mathematics teacher education, the process of learning to teach mathematics and teachers' acquisition of content knowledge and skills in mathematics. Under this umbrella the following issues are examined:

- Conceptual and procedural knowledge in mathematics
- Development of mathematical reasoning and communication, creativity in teaching and learning mathematics
- Current mathematic programmes worldwide and recommendations for improvement and change
- Teaching strategies that incorporate teaching aids (e.g., technology, calculators)
- Working with colleagues developing mathematical knowledge for teaching.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Yes	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	10
	Laboratory work	22
	Reading assignment	20
	Written assignment	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment, performance/staging, laboratory assignment.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Βοσνιάδου, Σ. (1998, επιμ.). *Η ψυχολογία των μαθηματικών*. Αθήνα: Gutenberg.

Δεσλή, Δ. (2021). *Οι εκτιμήσεις στη μαθηματική εκπαίδευση*. Αθήνα: Gutenberg.

Desli, D., & Lioliou, A. (2020). Relationship between computational estimation and problem solving. *International Electronic Journal of Mathematics Education*, 15(3). <https://doi.org/10.29333/iejme/8435>

Δεσλή, Δ., & Βασιλά, Α. (2017). Παρουσίαση και σύγκριση του ισχύοντος και του νέου προγράμματος σπουδών των μαθηματικών του δημοτικού σχολείου αναφορικά με τη διδασκαλία της στατιστικής. *Παιδαγωγική Επιθεώρηση*, 63, 46-56.

Desli, D., & Loukidou, H. (2014). Addition and subtraction word problems in Greek Grade A and Grade B mathematics textbooks: distribution and children's understanding. *International Journal for Mathematics Teaching and Learning* (www.cimt.plymouth.ac.uk/journal/desli ) Corpus ID: 124982072

Deslis, D., & Desli, D. (2023). Does this answer make sense? Primary school students and adults judge the reasonableness of computational results in context-based and context-free mathematical tasks. *International Journal of Science and Mathematics Education*, 21, 71-91. <https://doi.org/10.1007/s10763-022-10250-0>

Ζαχάρος, Κ. (2006). *Οι μαθηματικές έννοιες στην προσχολική εκπαίδευση και η διδασκαλία τους*. Αθήνα: Μεταίχμιο.

Hughes, M. (1999). *Τα παιδιά και η έννοια των αριθμών*. Αθήνα: Gutenberg.

Kamii, C., & De Clark, G. (1995). *Τα παιδιά ξαναεφευρίσκουν την αριθμητική. Προεκτάσεις και εφαρμογές της θεωρίας του Piaget*. Εκδόσεις Πατάκη.

- Kahney, H. (1997). *Λύση προβλημάτων*. Αθήνα: Ελληνικά Γράμματα.
- Καφούση, Σ., & Σκουμπουρδή, Χ. (2008). *Τα μαθηματικά των παιδιών 4-6 ετών*. Αθήνα Εκδόσεις Πατάκη.
- Κολέζα, Ε. (2017). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Gutenberg.
- Κολέζα, Ε. (2006). *Μαθηματικά και σχολικά μαθηματικά*. Αθήνα: Ελληνικά Γράμματα.
- Λεμονίδης, Χ. (2013). *Μαθηματικά της φύσης και της ζωής*. Θεσσαλονίκη: Ζυγός.
- Λεμονίδης, Χ. (2003). *Μια νέα πρόταση διδασκαλίας των μαθηματικών στις πρώτες τάξεις του δημοτικού σχολείου*. Αθήνα: Πατάκης.
- Λεμονίδης, Χ. (1996). *Περίπατος στη μάθηση της στοιχειώδους αριθμητικής*. Θεσσαλονίκη: Αφοι Κυριακίδη.
- Nunes, T., & Bryant, P. (2007). *Τα παιδιά κάνουν μαθηματικά*. Αθήνα: Gutenberg
- Polya, G. (1945). *How to solve it* (μετάφραση στα ελληνικά: Πώς να το λύσω). Princeton: Princeton University Press.
- Smith, S.P. (2003). Representation in school mathematics: Children's representations of problems. In J. Kilpatrick, W.G. Martin & D. Schifter (eds.), *A research companion to principles and standards for school mathematics* (pp. 263-274). Reston, VA: NCTM.
- Τζεκάκη, Μ. (2010). *Μαθηματική εκπαίδευση για την προσχολική και πρώτη σχολική ηλικία*. Θεσσαλονίκη: Ζυγός.
- Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα: προσχολική και πρώτη σχολική ηλικία*. Αθήνα: Gutenberg.
- van de Walle, Lovin, L.H., Karp, K.S., & Bay-Williams, J.M. (2017). *Μαθηματικά από το νηπιαγωγείο ως το Γυμνάσιο*. Αθήνα: Gutenberg.

## ΕΠΜ88 – Implementation Of Sustainability Projects In Primary School

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ88	<b>SEMESTER</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	Implementation of sustainability projects in primary school		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Knowledge Deepening / Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10957">https://elearning.auth.gr/course/view.php?id=10957</a>		

## LEARNING OUTCOMES

## Learning outcomes

Students, upon completion of the course, be able, on their own and / or in collaboration with other teachers, to design, organize, implement and evaluate sustainability projects in the primary school based on the respective Curriculum and the current international trends, and by integrating non-formal learning environments (field visits) into their teaching. Emphasis is placed on achieving sustainability goals and adopting modern and collaborative teaching methods.

## General competences

Cooperative learning  
 Interdisciplinary work  
 Critical and analytical thinking  
 Search, analyze and synthesize data and information  
 Creative use of new technologies  
 Development of teaching skills and techniques

## COURSE CONTENT/SYLLABUS

15. Sustainability and Sustainability Principles (Sustainable Development and Sustainability Education)
16. Current Primary School Curricula, New Sustainability Studies Programs
17. UNESCO Sustainability Goals
18. Teaching Approaches to ESD (project, case study, etc.)
19. Curriculum-based teaching
20. Design and implementation of sustainability programs by groups of preservice-students at elementary school
21. Use of concept maps
22. Role playing
23. Field visits

24. Use of ICTs in ESD
25. Practical training
26. Assessment of teachings
27. Indoor and outdoor games for the teaching of sustainability concepts
28. Organization and realization of teaching learning sequences (TLS) in areas with social, scientific, economic and cultural characteristics that will emerge sustainability aspects
29. Training on System Thinking and Life Cycle Analysis (activities and workshops)
30. Environmental and Sustainability Ethics

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Lectures - Practises - Field visits - Simulations - Games, Tutorials.	
<b>USE OF ICT</b>	Use of ICT in Teaching, Communication and Exams.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Classroom lecturing	3
	Interactive and psychomotor games	30
	Site visits	6
	Preparation of weekly tasks	50
	Organization and preparation of real-life project for school	60
	Evaluation	1
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	i. Attendance and participation to the educational activities in classroom and outdoors (50%), ii. Deliverables and assignments during the course (50%).	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Tyler, M., & Scott, S. (2018). Περιβαλλοντική Επιστήμη. ΤΖΙΟΛΑ & ΥΙΟΙ Α.Ε. (Κωδικός Βιβλίου στον Εύδοξο: 59386824)
- United Nations (n.d.). *Sustainable Development Goals*. Available at: <https://www.un.org/sustainabledevelopment/development-agenda/>
- United Nations (n.d.) Make the SDGs reality. Available at: <https://sdgs.un.org>
- Sustainable Development Solutions Network (n.d.) <http://www.unsdsn.gr>

**TITLE ΕΠΜ94 MUSIC PEDAGOGY I: MUSIC THEORY IN PRAXIS****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ94	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	MUSIC PEDAGOGY I: MUSIC THEORY IN PRAXIS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Elective/Specific Foundation/Skills Development		
<b>PREREQUISITE COURSES/CLASSES</b>	Prerequisite: Access to a melodic instrument to practice (i.e. metallophone).		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10999">https://elearning.auth.gr/course/view.php?id=10999</a>		

**LEARNING OUTCOMES****Learning outcomes**

Upon successful completion of the course students should:

- Have acquired basic theoretical musical knowledge.
- Based on the above knowledge they will be able to develop musical skills and performing skills by practicing In the practical-workshop part of the course.
- Be able to perform with the metallophone (or other melodic musical instrument) and sing accurately (by reading scores) musical pieces and mostly children's songs for primary school students.

**General competences**

- Apply knowledge in practice
- Adapt to new situations
- Make decisions
- Work autonomously
- Work in pairs
- Work in an interdisciplinary team
- Appreciate diversity and multiculturality
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

In the theoretical part of the course, the basic goal is students to acquire basic theoretical musical knowledge. In the practical-workshop part of the course the most important goal is the students, based on the theoretical knowledge they have acquired in music theory, to practice, develop, and improve their performing skills with the metallophone (or other instrument) as well as singing accurately (from a score), musical pieces and mostly songs for children in the first primary grades. In Detail:

A) In the theoretical part of the course: Music Theory: Sound properties, Musical Staff, Music Clefs, Notes, Note values, Ties and Slurs, Rests, Time Signatures, Bars, Bar Lines, Up Beat,

Strong and weak parts of the measure, Meter, Kinds of Meters, Accidentals, Tones, Semitones, Enharmonic notes, Key Signatures, Major Scales, Minor Scales (natural, harmonic and melodic), Pentatonic Scales, and Transpose.

B) In the practical-workshop part of the course: Rhythmic score reading and counting with hand movements depending on the time signature. Rhythmic and Melodic Solfège. Exercises to build performing skills in the metallophone, first individually and later on in duets performing specifically songs for children for the first primary grades. Exercises in singing with examples of children’s songs. Building a repertoire of children’s songs. Combined from theory and praxis: Studying the content of the official music textbooks for primary schools, students have to choose and present a lesson and its activities and describe if and why the teaching goals set in the lesson would be achieved.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Written assignment	10
	Reading assignment	10
	Laboratory Work	20
	Artistic creation	7
	Practicing performing in duets	15
	Exams	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<ul style="list-style-type: none"> <li>• Written Exam with Multiple Choice Questions (Summative)</li> <li>• Written Exam with Short Answer Questions (Summative)</li> <li>• Oral Exams (Formative, Summative)</li> <li>• Performance / Staging (Formative, Summative)</li> <li>• Written Exam with Problem Solving (Summative)</li> <li>• Laboratory Assignment (Formative, Summative)</li> <li>• Artistic Performance (Formative, Summative)</li> <li>• Practicing performing in duets</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus):**  
 Brandley - Chrissikos, J. A. (2007). Το μεταλλόφωνο για αρχάριους. Αθήνα: Edition Orpheus. (Κωδικός στον Εύδοξο: 112692077).

**Additional bibliography for study:**  
 -Γρηγορίου, Μ.(1994). Μουσική για παιδιά και για έξυπνους μεγάλους – Α΄ τόμος. Αθήνα: Νεφέλη.  
 -Δαμιανού- Μαρίνη, Ε. (1998). Βασικές μεθοδολογικές αρχές για την εφαρμογή των Μουσικοπαιδαγωγικών ιδεών του Zoltán Kodály. Μουσική Εκπαίδευση,3(1),30-36.  
 -Καψάσκη – Μακρή, Σ. Αγγ.(2009).Τα πρώτα μου τραγούδια- ανθολογία παιδικών τραγουδιών. Αθήνα: Μελωδία- Καψάσκη.



- Μόσχος, Κ., Τουμπακάρη, Ν., Τόμπλερ, Μ. (2009). Μουσικό ανθολόγιο Α΄-ΣΤ΄ Δημοτικού. Αθήνα: ΟΕΔΒ – Παιδαγωγικό Ινστιτούτο.
- Μουζακίτης, Χ. (2010). Το αλφαβητάρι της στοιχειώδους θεωρίας της μουσικής. Αθήνα: Edition Orpheus, Νικολαΐδης Μ.
- Σαμαράς, Κ. (1990). Θεωρία της Μουσικής Τεύχος 1ο. Θεσσαλονίκη: ΝΤΟΡΕΜΙ
- Τα σχολικά εγχειρίδια μουσικής όλων των τάξεων του δημοτικού σχολείου.
- Συναφή επιστημονικά περιοδικά: Μουσική Εκπαίδευση, Ρυθμοί, Μουσικοπαιδαγωγικά.

## ΕΠΜ95- DISABILITY AND EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ95	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	DISABILITY AND EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	OPTIONAL		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The aim of the course is the presentation and analysis of topics related with the concept of disability and education. By the end of the course, students will be expected to: -Familiarize with questions related to the education of disabled students -Understand educational practices that advance inclusive education -Be able to analyze teaching practices that function as obstacles to inclusive education -Understand the logic of individualization and the “slimmed down” curricula -Understand that the acquisition of skills for identifying impairments is not helpful for teaching disabled students.
<b>General competences</b>
Make decision Be critical and self-critical Advance free, creative, and causative thinking

## COURSE CONTENT/SYLLABUS

Inclusion is treated solely as a ‘zoning’ issue and barely as a social concern. Inclusive Pedagogy isn’t a linear progress of special education but a fundamentally distinct ‘paradigm’. The intrusion of special education through its discourse and its practices constructs the reality of the disabled people’s education on the basis of essentialist beliefs about normalcy and abnormality establishing hierarchies of those who are (able to be) included and those who aren't. Inclusive pedagogy argues for the necessity to use disability as an exemplar for the understanding of naturalisation of unequal social structures and discrimination on the basis of class, nation, gender, sexuality and impairment within their corresponding categorizations. It proposes as well to employ critical pedagogy in order issues of segregation for disabled students to become central concerns of education. The methodologies that are proposed are bare from a critical examination and they constitute loans from different perspectives from learning that at different periods and educational contexts were proved to be effective in one way. In this reasoning, technical solutions of the type: “analysis of the teaching methods for

the identification of barriers", "individualised teaching methods" without the theoretical framework that informs and defines them usually fail, stigmatising with failure the students and teachers who implemented them.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face-to-face	
<b>USE OF ICT</b>	Websites with related material	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assignment	39
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Καραγιάννη, Γ. & Παπασταυρινίδου, Γ. (2019). Φιλανθρωπικά ιδρύματα και ειδικά σχολεία: πειθαρχική εξουσία και εκπαίδευση αναπήρων. Στο Γ. Κατσιαμπούρα, Τ. Λιάμπας, & Π. Παυλίδης (Επιμ.), Πρακτικά 1ου Πανελληνίου Συνεδρίου Κριτικής Εκπαίδευσης: Η κριτική εκπαίδευση για το σχολείο των κοινωνικών αναγκών. Θεσσαλονίκη: Συνέδριο Κριτικής Εκπαίδευσης, Π.Τ.Δ.Ε.– Α.Π.Θ. (σσ. 287–307).

-Ζώνιου-Σιδέρη, Α., Ντεροπούλου-Ντέρου, Ε., & Βλάχου-Μπαλαφούτη, Α.(Επιμ.)(2012). Αναπηρία και Εκπαιδευτική πολιτική. Αθήνα: Πεδίο

-Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Routledge

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ96	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	EPISTEMOLOGICAL AND METHODOLOGICAL ISSUES OF EDUCATION / EDUCATIONAL SCIENCES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=17920">https://elearning.auth.gr/course/view.php?id=17920</a>		

## LEARNING OUTCOMES

## Learning outcomes

The subject of the course is the historicity of academic pedagogical discourses, Pedagogy/Educational Sciences, their thematic concepts, practices, and technologies.

Students will be able to:

- identify epistemologically the two terms used in Greece: "Pedagogy" and "Educational Sciences"
- understand the basic concepts of Pedagogy/Educational Sciences
- know the disciplines, pedagogical groups and 'fields' and research areas of Pedagogy/Educational Sciences
- analyse the historicity and the basic argumentation of the various discourses of Pedagogy/Educational Sciences: Hermeneutic Pedagogy, Empirical (behavioural) Pedagogy, Marxist-Leninist Pedagogy, Critical Pedagogy, Systemic-constructivist Pedagogy and Post-modern-Deconstructive or Poststructural Pedagogy.
- define the terms: understanding, explanation, emancipation, deconstruction
- know the practices and technologies of educational research and be able to distinguish between them on the basis of the above-mentioned discourses: phenomenological, hermeneutical, critical and deconstructive qualitative research, quantitative empirical/positivist research, and mixed models
- analyse texts by pedagogues/educational scientists and distinguish their epistemological identity
- reflect on their own assumptions and define themselves epistemologically
- Design an educational research project as a group and select research practices and technologies based on their own epistemological assumptions.

## General competences

- Search, analysis and synthesis of data and information, using the necessary technologies

- Adaptation to new situations
- Decision-making
- Working independently and in teams - designing and developing a research project
- Critical reflection, self-reflection and promotion of free, creative and inductive socio-critical and cultural-critical thinking
- Developing social, professional and ethical responsibility, sensitivity and action on issues of race, nation, gender, sexuality, class, disability, natural environment

**COURSE CONTENT/SYLLABUS**

**Learning and research topics, timetable**

**Introduction:** Pedagogy - Education Sciences: subject matter, basic subject concepts. Educational research (1st and 2nd courses).

PEDAGOGY AS A SCIENCE OR EDUCATIONAL SCIENCES: “PEDAGOGICAL DISCOURSES” (PARADIGMS)

A. Pedagogy as a science or Educational Sciences?

The question of the autonomy of Pedagogy, branches of Pedagogy or educational sciences, and interdisciplinarity. Academic pedagogical discourses in Greece.

B. Pedagogical groups and research field of Pedagogy/Sciences of Education

1. Reference groups: child, adolescent, adult, student, teacher, adult educator

2. Institutions and structures providing education and training: family, pre-school education - early childhood education systems, school - school and society, vocational training schools, university, out-of-school education (e.g. youth centres), adult and continuing education, non-formal education structures and informal learning (media, ICT, church, etc.) (3th and 4th courses)

C. Discursive formations ('paradigms') of Pedagogy/Educational Sciences, relationship between theory and practice, scope, technologies of educational practice and research:

1. Hermeneutic Pedagogy, synthetic (qualitative) research and the concept of 'understanding'  
 2. Empirical (behavioural) Pedagogy, analytical-empirical (quantitative) research and the concept of 'explanation'

3. Marxist-Leninist Pedagogy

4. Critical Pedagogy, ideological critique and the concept of emancipation

5. Systemic-constructivist Pedagogy

6. Post-critical Pedagogy, Deconstructive Pedagogy, Postmodern Pedagogy and Deconstruction (5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th courses).

**Summarizing and evaluation of the course by students** (13th course).

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in the teaching of the course (power point, prezi, internet, e-learning, lecturer's website), video-documentaries, films	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Study and analysis of books and articles	31
	Writing activities/exercises	50
	Diary/portfolio writing	30
	<b>Total</b>	<b>150</b>

<b>STUDENT ASSESMENT</b>	During the semester, participants develop a variety of activities and work projects in workshops and participate in three (3) written progressions. There is no final evaluation.
--------------------------	---

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

1 Γούναρη. Π., Γρόλλιος, Γ. (επιμ.) (2010) *Κριτική Παιδαγωγική. Μια συλλογή κειμένων*. Αθήνα: Μεταίχμιο.

Κελπανίδης, Μ. (2007) *Εμπειρική Παιδαγωγική*. Στο: Π. Ξωχέλλης (επιμ.) *Λεξικό της Παιδαγωγικής*. Θεσσαλονίκη: Αφοι Κυριακίδη, σσ. 253-256.

Μπονίδης, Κ. (2016) *Ανάλυση Περιεχομένου: διαδικασία και μοντέλα ανάλυσης*. Στο Γ. Πυργιωτάκης & Χρ. Θεοφιλίδης (επιμ.) *Ερευνητική Μεθοδολογία στις Κοινωνικές Επιστήμες και στην Εκπαίδευση. Συμβολή στην επιστημολογική θεωρία και την ερευνητική πράξη*. Αθήνα: Πεδίο, 395-415.

Μπονίδης, Κ. (2014) *Η ποιοτική Ανάλυση Περιεχομένου ως μια συνθετική προσέγγιση ανάλυσης κειμένων*. Στο Μ. Πουρκός (επιμ.) *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική και Εκπαιδευτική Έρευνα: Διευρύνοντας τις Προοπτικές στον Ερευνητικό Σχεδιασμό*. Αθήνα: Ίων, 473-497.

Μπονίδης, Κ. (2020) *Ακαδημαϊκοί παιδαγωγικοί λόγοι και ρηματικοί σχηματισμοί της Νεωτερικότητας*. Στο Κ. Μπονίδης, Γ. Ζαρίφης (επιμ.) *Παιδαγωγική-Επιστήμη της Αγωγής-Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα*. Θεσσαλονίκη: Γράφημα, 3-84.

Μπονίδης, Κ., Ζαρίφης, Γ. (επιμ.) (2020) *Παιδαγωγική-Επιστήμη της Αγωγής-Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα*. Θεσσαλονίκη: Γράφημα.

Νικολακάκη, Μ. (επιμ.) (2011) *Η Κριτική Παιδαγωγική στον νέο μεσαίωνα*. Αθήνα: Σιδέρης.

Πυργιωτάκης, Ι. (2007) *Ερμηνευτική Παιδαγωγική*. Στο: Π. Ξωχέλλης (επιμ.) *Λεξικό της Παιδαγωγικής*. Θεσσαλονίκη: Αφοι Κυριακίδη, σσ. 298-300.

Cohen, L., Manion, L., Morrison, K. (2008) *Μεθοδολογία εκπαιδευτικής έρευνας*. Αθήνα: Μεταίχμιο.

Foucault, M. (1984) *Τι είναι Διαφωτισμός* (μτφρ. Σ. Ροζάνης). Αθήνα: Έρασμος.

Foucault, M. (1982) *Ιστορία της Σεξουαλικότητας*, 1ος τόμος: *Η δίψα της γνώσης* (μτφρ. Γκ. Ροζάκη). Αθήνα: Ράππας.

Foucault, M. (1987) *Η αρχαιολογία της γνώσης* (μτφρ. Κ. Παπαγιώργης). Αθήνα: Εξάντας.

Foucault, M. (1989) *Επιτήρηση και Τιμωρία: Η γέννηση της φυλακής* (μετφρ. Κ. Χατζηδήμου-Ι. Ράλλη). Αθήνα: Ράππας.

Foucault, M. (1989) *Ιστορία της Σεξουαλικότητας*, 2ος τόμος: *Η χρήση των απολαύσεων* (μτφρ. Γ. Κωνσταντινίδης). Αθήνα: Ράππας.

Foucault, M. (2008) *Οι λέξεις και τα πράγματα. Μια αρχαιολογία των επιστημών του ανθρώπου* (μτφρ. Κ. Παπαγιώργης). Αθήνα: Γνώση.

Freire, P. (1997) *Η αγωγή του καταπιεζομένου*. Αθήνα: Ράππας.

Hofstetter, R., Schnewly B. (επιμ.) (2005) *Εισαγωγή στις επιστήμες της εκπαίδευσης* (μετφρ., επιστημονική επιμ., επίμετρο Δ. Καρακατσάνη). Αθήνα: Μεταίχμιο.

Phillips, L. & Jørgensen, M. (2009) *Ανάλυση λόγου. Θεωρία και Μέθοδος* (μτφρ. Α. Κιουπκιολής). Αθήνα: Εκδόσεις Παπαζήση.

Apple, M.W. (1995)<sup>2</sup> *Education and Power*. New York: Routledge.

Apple, M.W. (2000) *Official Knowledge: Democratic Knowledge in a Conservative Age*. New York: Routledge.

Aronowitz, S., Giroux, H.A. (1991) *Postmodern Education: Politics, Culture and Social Criticism*. Minneapolis: University of Minnesota Press.

- Brameld, Th. (1955) *Philosophies of Education in Cultural Perspective*. New York: World Book.
- Braun, W. (1977) *Emanzipation als pädagogisches Problem*. Kastellaun/Hunsrück: Aloys Henn Verlag.
- Brezinka, W. (1971) *Von der Pädagogik zur Erziehungswissenschaft*. Weinheim: Beltz.
- Brezinka, W. (1974) *Grundbegriffe der Erziehungswissenschaft*. München: Ernst Reinhardt.
- Brezinka, W. (1978) *Metatheorie der Erziehung*. München: Ernst Reinhardt.
- Brezinka, W. (1992) *Philosophy of Educational Knowledge: An Introduction to the Foundations of Science of Education, Philosophy of Education and Practical Pedagogics*. (Metatheorie der Erziehung, μτφρ J.S. Brice & R. Eshelman). Dordrecht: Springer.
- Brezinka, W. (1994α) *Basic Concepts of Educational Science: Analysis, Critique, Proposals* (μτφρ. J.S. Brice). Lanham, MD: University Press
- Buckart, F.P., Weiß, A. (2008) *dtv-Atlas Pädagogik*. München: Deutscher Taschenbuch.
- Carr W., Kemmis S. (1986) *Becoming Critical: Education, Knowledge, and Action Research*. London: Falmer Press & Deakin University Press.
- Carr, D. (1998) *Education, Knowledge, and Truth: Beyond the postmodern impasse*. London: Routledge.
- Cary, R. (1998) *Critical art pedagogy: foundations for postmodern art education*. New York: Routledge.
- Counts, G.S. (1932) *Dare the School Build a New Social Order?* New York: Arno Press.
- Dean, M. (1999) *Governmentality: Power and rule in modern society*. London: Sage.
- Dilthey, W. (1888) Über die Möglichkeit einer allgemeingültigen pädagogischen Wissenschaft. Στο G Misch (επιμ.) (1924) *Gesammelte Schriften*, τ. 6. Leipzig & Berlin: Teubner.
- Faulstich-Wieland, H., Faulstich, P. (2006) *BA-Studium Erziehungswissenschaft. Ein Lehrbuch*. Reinbek bei Hamburg: Rowohlt-Taschenbuch.
- Flitner, W. (1950) *Allgemeine Pädagogik*. Stuttgart: Klett.
- Flitner, W. (1957) *Das Selbstverständnis der Erziehungswissenschaft in der Gegenwart*. Heidelberg: Auer.
- Foucault, Michel (1982) 'Technologies of the self' στον τόμο M. Foucault (2000) *Ethics. Essential works of Foucault 1954-1984. Volume 1*, επιμ. P. Rabinow, London: Penguin.
- Foucault, M. (1983) On the Genealogy of Ethics: An Overview of Work in Progress. Στο. M. Foucault (1984). *The Foucault Reader* (επιμ. P. Rabinow). London: Penguin.
- Foucault, M. (1984) Sex, Power, and the Politics of Identity. στον τόμο M. Foucault (2000) *Ethics. Essential works of Foucault 1954-1984. τ. 1*, (επιμ. P. Rabinow). Λονδίνο: Penguin.
- Foucault M. (1991) Governmentality. Στο: G. Burchell, C. Gordon, P. Miller (επιμ.). *The Foucault Effect. Studies in Governmentality*. Chicago: The University of Chicago Press, σσ. 119-150.
- Freire, P. (1973) *Education for critical consciousness*. New York: Seabury Press.
- Fritsche, B., Hartmann, J., Schmidt, A., Tervooren A. (επιμ.) (2001) *Dekonstruktive Pädagogik. Erziehungswissenschaftliche Debatten unter poststrukturalistischen Perspektiven*. Opladen: Leske + Budrich.
- Giroux H.A. (1983) *Theory and Resistance in Education: A Pedagogy for the Opposition*, Westport: Bergin & Garvey.
- Giroux, H. & S. Aronowitz (1985) *Education under siege*. South Hadley, MA: Bergin and Garvey.
- Giroux, H. (1997) *Pedagogy and the politics of hope: Theory, culture, and schooling*. Boulder, CO: Westview.
- Kemmis, S. (2001) Critical Theory and Action Research. Στο H. Bradbury, P. Reason (επιμ.). *International Handbook on Action Research*. Sage publications.
- Kemmis, S. (1993) Foucault, Habermas and Evaluation. *Curriculum Studies*, 1/1, σσ. 35-54.

- Kemmis, S. (1995) Emancipatory Aspirations in a Postmodern Era. *Curriculum Studies*, 3/2, σσ.133-167
- Kemmis, S., Atweh, B., Weeks, P. (1998) *Action Research in Practice: Partnerships for Social Justice in Education*. London: Routledge.
- Kincheloe, J. (2008<sup>2</sup>) *Critical pedagogy*. New York: Peter Lang.
- Klafki, W. (2000) Kritisch-konstruktive Pädagogik. Herkunft und Zukunft. Στο Eierdanz, J. & Kremer, A. (επιμ.). *Weder erwartet noch gewollt – Kritische Erziehungswissenschaft und Pädagogik in der Bundesrepublik Deutschland zur Zeit des kalten Krieges*. Baltmannsweiler: Schneider Verlag, σσ. 152-178.
- König, E., Zedler, P. (2007)<sup>3</sup> *Theorien der Erziehungswissenschaft*. Weinheim und Basel: Beltz.
- Kromley, H. (1980) *Empirische Sozialforschung. Modelle und Methoden der standardisierten Datenerhebung und Datenauswertung*. Stuttgart: Lucius & Lucius.
- Kromley, H. (2007) *Wissenschaftstheorie und empirische Forschung, 4 Lerneinheiten*. Stuttgart: AKAD Privat-Hochschulen.
- Lenzen, D. (1999) *Orientierung Erziehungswissenschaft. Was sie kann, was kann sie will*. Hamburg: rowohlt's enzyklopädie.
- Lenzen, D. (επιμ.)(1997) *Erziehungswissenschaft. Ein Grundkurs*. Hamburg: rowohlt's enzyklopädie.
- McLaren, P. (1997) *Revolutionary Multiculturalism: Pedagogies of Dissent for the New Millennium*. Boulder, CO: Westview.
- Mollenhauer, K. (1966) Das Problem einer empirisch-positivistischen Pädagogik. Στο M. Heitler (επιμ.). *Zur Bedeutung der Empirie für die Pädagogik als Wissenschaft*. Bochum: Kamp, σσ. 53-64.
- Mollenhauer, K. (1964) *Erziehung und Emanzipation*. München: Juventa.
- Mollenhauer, K. (1964) Pädagogik und Rationalität. Στο K. Mollenhauer. *Erziehung und Emanzipation*. München: Juventa, σσ. 55-74.
- Mollenhauer, K. (1982) Marginalien zur Lage der Erziehungswissenschaft. Στο E. König, P. Zedler (επιμ.) *Erziehungswissenschaftliche Forschung: Positionen, Perspektiven, Probleme*. Paderborn/München: Fink, σσ. 252-265.
- Pongratz, L., Wimmer, M., Nieke, W., Masschelein, J. (επιμ.)(2004) *Nach Foucault. Diskurs- und machtanalytische Perspektiven der Pädagogik*. Wiesbaden: Springer Fachmedien.
- Pongratz, L.A. (1989) *Pädagogik im Prozeß der Moderne. Studien zur Sozialbund Theoriegeschichte der Schule*. Weinheim: Deutscher Studien Verlag.
- Prim, R. (1998) Wider die ökonomische Kolonisierung des Bildungswesens. Στο A.,Henkel, L., Neumann, H.Romahn, (επιμ.) *Gegen den gesellschaftspolitischen Imperialismus der reinen Ökonomie. Gedächtnisschrift für Gerhard Weisser*. Marburg: Metropolis, σσ. 237-249.
- Raithel, J., Dollinger, B., Hörmann, G. (2007)<sup>2</sup> *Einführung Pädagogik. Begriffe, Strömungen, Klassiker, Fachrichtungen*. Wiesbaden: Verlag für Sozialwissenschaften.
- Sotirou, P. (1993) Articulating a Hermeneutic Pedagogy: The Philosophy of Interpretation. *Journal of Advanced Composition*, 13/2, σσ. 365-380.
- Schonig, B. (επιμ.) *E. Weniger- Ausgewählte Schriften zur geisteswissenschaftlichen Pädagogik*, τ. 6, Weinheim: Beltz, σσ. 11-27.
- Sünker, H., Krüger, H.H. (1999) *Kritische Erziehungswissenschaft am Neubeginn?* Frankfurt: Suhrkamp.
- Trifonas, P. (2003) Toward a Deconstructive Pedagogy of *Différance*. Στο P. Trifonas (επιμ.) *Pedagogies of difference: Rethinking education for social justice*. New York/London: Routledge Falmer, σσ. 211-226.
- Trifonas, P. (επιμ.) (2003) *Pedagogies of difference: Rethinking education for social justice*. New York/London: Routledge Falmer.



- Tröhler, D. (2003) The Discourse of German «Geisteswissenschaftliche Pädagogik». A Contextual Reconstruction. *Paedagogica Historica*, 39/6, σσ. 759-778.
- Tröhler, D. (2013) The Technocratic Momentum after 1945, the Development of Teaching Machines, and Soberig Results. *Journal of Educational Media, Memory, and Society*, 5/2, σσ. 1-19.
- Wulf, Ch. (1977) *Theorien und Konzepte der Erziehungswissenschaft*. München: Juventa.
- Wulf, Ch. (2003) *Educational Science. Hermeneutics, Empirical Research, Critical Theory*. Münster: Waxmann.
- Zoreda, M.L. (1999) Hermeneutics, Education, and Leadership in Contemporary Society. *Paper presented at the Annual Meeting of the Popular Culture Association* (29ο, San Diego, CA, Μάρτιος 31-Απρίλιος 3). <https://files.eric.ed.gov/fulltext/ED430462.pdf>

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ97	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	CRITICAL AND POST-CRITICAL PEACE EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=17921">https://elearning.auth.gr/course/view.php?id=17921</a>		

## LEARNING OUTCOMES

## Learning outcomes

The aim of the course is for participants to become acquainted with the genealogy and archaeology of the discourses of Peace Education in modernity (idealist, critical and ecological Peace Pedagogy and the pragmatist Education for Peace) and to analyse the pacifist pedagogical discourses of the Critical and Postcritical Peace Education.

Students be able to:

- Understand the basic concepts of Peace Education and define it epistemologically.
- know, by way of introduction, the historicity of the individual discourses of Peace Education of modernity: the Interwar Peace Education, the Idealistic Hermeneutic Peace Pedagogy, the Critical Peace Pedagogy/Education, the Pragmatist Education for Peace and the Ecological-Systemic Peace Pedagogy.
- define the terms 'Critical Peace Research' and 'Critical Peace Pedagogy/Education'.
- recognise the intertextuality between Critical and Post-Critical Peace Pedagogy and Critical Theory of Frankfurt School, discourse of Gramsci, Althusser, Bourdieu and Critical Peace Research
- list the main relevant research institutes and centres of Critical Peace Pedagogy/Education
- define the terms: direct, structural and cultural violence, negative and positive peace, north-south opposition, cultural hexagon
- understand the key concepts, thematic choices, and assumptions of Critical and Post-Critical Peace Pedagogy/Education
- understand the principles and objectives of Critical Peace Pedagogy/Education
- recognise the hybridity of the discourse of post-critical (border) Peace Pedagogy/Education, distinguishing its structuralist and post-structuralist meanings.
- approach the cultural violence as a discourse that naturalizes the practice of structural and direct violence
- de-naturalise cultural violence and articulate discourses of cultural peace

- design socio-critical as well as cultural-critical post-critical peace education (family and pre-school education, school, university and continuing education, curricula, teaching practices, conflict resolution and mediation practices, etc.)

#### General competences

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Decision-making
- Working independently and in teams - designing and developing a critical research project
- Critical reflection, self-reflection and promotion of free, creative and inductive socio-critical and cultural-critical thinking
- Developing social, professional and ethical responsibility, sensitivity and action on issues of race, nation, gender, sexuality, class, disability, natural environment.

### COURSE CONTENT/SYLLABUS

#### Learning and research topics, timetable

Introduction: The scope of Peace Pedagogy/Education, and its basic concepts. The question human "nature" (good, violent or neutral) and the possibility of "learning" peace. Epistemological definitions of Peace Pedagogy/Education.

The historicity of the discourses of Peace Pedagogy/Education of modernity: the emergence of the first discourses of Peace Pedagogy in interwar period. Discourses of Peace Pedagogy from 1945 onwards: Idealistic Hermeneutic Peace Pedagogy, Critical Peace Pedagogy/Education, Pragmatic Education for Peace, Ecological-Systemic Peace Pedagogy (1st, 2nd & 3rd seminar).

#### MODULE 1: THE CRITICAL PEACE PEDAGOGY/EDUCATION

1. Introduction.
2. Institutes and research centres of Critical Peace Research and Critical Peace Pedagogy/Education internationally; related literature and journals.
3. Basic ontological, anthropological, ethical, epistemological and pedagogical assumptions and concepts of Critical Peace Pedagogy/Education. Direct, structural and cultural violence. "Negative" and "positive" peace. The north-south/centre-periphery contrast. The cultural hexagon.
4. Space, time, texts, research and educational practices and technologies of pacifist critical education.
5. Discourse analysis of critical peace educators' texts. (4th, 5th, 6th, 7th & 8th seminars).

#### MODULE 2: THE POSTCRITICAL PEACE PEDAGOGY/EDUCATION BETWEEN MODERNITY AND POSTMODERNITY

1. Introduction: Critical theories, concepts of ideology, hegemony, symbolic violence, field. Cultural studies, poststructuralist critique of Humanism and subject, third feminist wave, contemporary Postcritical Peace Research and Postcritical Pedagogy as a border pedagogy, Postcritical Feminist Research and Peace Pedagogy/Education; the concepts of race, nation, gender, social class and sexuality.
2. Basic ontological, anthropological, ethical, epistemological and pedagogical assumptions and concepts of Postcritical Peace Pedagogy/Education. Triangle of violence (cultural, structural and direct violence) and cultural, structural and direct peace.
3. Space, time, texts, research and educational practices and technologies of Postcritical Peace Pedagogy/Education. Critical discourse analysis, social semiotics and critical literacies.
5. Discourse analysis of texts of postcritical Peace Education (9th, 10th, 11th & 12th seminars).

Summarizing and evaluation of the course by students (13th seminar).

#### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in the teaching of the course (power point, prezi, internet, e-learning, lecturer's website), video-documentaries, films	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Study and analysis of books and articles	21
	Writing activities/exercises	50
	Diary/portfolio writing	40
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	During the semester, participants develop a variety of activities and projects. Assessment is authentic (portfolio, learning chronology, reflective and self-reflective diary, peace and violence diary, etc.).	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

- Μπονίδης, Κ. (2020) Νεωτετικοί «κριτικοί» ειρηνιστικοί παιδαγωγικοί λόγοι. Στο Κ. Μπονίδης, Γ. Ζαρίφης (επιμ.) *Παιδαγωγική-Επιστήμη της Αγωγής-Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα*. Θεσσαλονίκη: Γράφημα, 111-164.
- Μπονίδης, Κ. (2024) *Παιδαγωγική της Ειρήνης. Ειρηνιστικοί παιδαγωγικοί λόγοι της Νεωτερικότητας*. Θεσσαλονίκη: Πεδίο.
- Γούναρη, Π., Γρόλλιος, Γ. (επιμ.) (2010) *Κριτική Παιδαγωγική – μια συλλογή κειμένων*. Αθήνα: Gutenberg.
- Νικολακάκη, Μ. (επιμ.) *Η κριτική Παιδαγωγική στον νέο μεσαίωνα*. Αθήνα: Ι. Σιδέρης.
- Τσιάκαλος, Γ. (2006) *Απέναντι στα Εργαστήρια του Ρατσισμού*. Αθήνα: Τυπωθήτω.
- Bajaj, M. (2008) Critical peace education. Στο Bajaj, M. (επιμ.) *Encyclopedia of Peace Education*. Charlotte: Information Age Publishing, σσ. 135-146.
- Bajaj, M., Brantmeier., E.J. (2011) The Politics, Praxis, and Possibilities of Critical Peace Education, *Journal of Peace Education*, 8/3, σσ. 221-224
- Brantmeier, E. J. (2013) Toward critical peace education for sustainability. *Journal of Peace Education*, 10 (/3), 242-258.
- Brantmeier, E. J. (2011) Toward mainstreaming critical peace education in U.S. teacher education. Στο C.S. Malott & B. Porfilio (επιμ.) *Critical Pedagogy in the Twenty-First century: A new generation of scholars*. Charlotte, NC: Information Age publishing, σσ. 349-375.
- Brock-Utne, B. (1989) *Feminist Perspectives on Peace and Peace Education*. NewYork: Pergamon Press.
- Confortini, C. (2006) Galtung, violence, and gender: The case for a peace studies/feminism alliance. *Peace & Change* 31(3): 333–367.
- Diaz-Soto, L. (2005) How can we teach peace when we are so outraged? A call for critical peace education. Στο *Taboo: The Journal of Culture and Education*, σσ. 91-96.

- Galtung, J. (1969) Violence, Peace and Peace Research. *Journal of Peace Research*. 6/3, σσ. 167-191.
- Galtung, J. (1976) Peace education: problems and conflicts. Στο: Haavelsrud, M. (επιμ.), *Education for peace: Reflection and Action*. Guilford: IPC Science & Technology Press.
- Galtung, J. (1990) Cultural Violence. *Journal of Peace Research*. 27- 3, σσ. **291-305**.
- Gottesman, I.H. (2016) *The critical turn in education: from Marxist critique to poststructuralist feminism to critical theories of race*. New York : Routledge.
- Gounari (2013) Critical Pedagogy and Peace Education: Understanding Violence, Human Rights, and the Historical Project of Militant Peace. Στο P.P. Trifonas, B.L.Wright (επιμ.)(2013) *Critical Peace Education: Difficult Dialogues*. Dordrecht: Springer, σσ. 69-88.
- Reardon, B. (2011) Concerns, cautions and possibilities for peace education for political efficacy. In B. W. a. P. Trifonas (Ed.) *Critical peace education: difficult dialogue*. Cham: Springer Press.
- Reardon, B.A. & Snauwaert D.T. (2011) Reflective Pedagogy, Cosmopolitanism, and Critical Peace Education for Political Efficacy: A Discussion of Betty A. Reardon's Assessment of the Field, *Factis Pax-Journal of Peace Education, and social justice*. 5/1, σσ. 1-14.
- Trifonas, P. (2005β) Ourselves as another: Cosmopolitical humanities. Στο P. Trifonas & M. Peters (επιμ.) *Deconstructing Derrida: Tasks for the new humanities*. New York: Palgrave MacMillan, σσ. 205–220.
- Trifonas, P. (επιμ.). (2000) *Revolutionary pedagogies: Cultural politics, the institution of education, and the discourse of theory*. New York/London: Routledge Falmer.
- Trifonas, P. (επιμ.). (2003) *Pedagogies of difference: Rethinking education for social justice*. New York/London: Routledge Falmer.
- Trifonas, P.P. (επιμ.) (2005) *Communities of difference: language, culture, and the media*. New York: Palgrave Macmillan
- Wintersteiner, W, (2004)<sup>2</sup> *Pädagogik des Anderen. Bausteine für eine Friedenspädagogik in der Postmoderne*. Münster: Waxmann.
- Trifonas, P.P., Wright B.L. (ed.)(2013) *Critical Peace Education: Difficult Dialogues*. Dordrecht: Springer.
- Wulf, C. (επιμ.) (1973) *Friedenserziehung in der Diskussion*. München: R. Piper.
- Wulf, C. (επιμ.) (1973) *Kritische Friedenserziehung*. Frankfurt: Suhrkamp.
- Wulf, C. (επιμ.) (1974) *Handbook on Peace Education*. Oslo: International Peace Research Association.

## ΕΠΜ100 DESIGNING, DEVELOPING AND USING EDUCATIONAL MATERIALS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ100	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	DESIGNING, DEVELOPING AND USING EDUCATIONAL MATERIALS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	The module is optional and is being offered to 2nd year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek and English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	Elearning.auth.gr		

## LEARNING OUTCOMES

## Learning outcomes

This course empowers prospective primary teachers with the knowledge and skills to design, develop, and evaluate effective educational materials for diverse learning contexts. By the end of the course students will be able to:

- Analyze the role of educational materials in supporting primary education.
- Explore various types of educational materials and identify their strengths and weaknesses using critical frameworks.
- Understand and apply principles of effective instructional design to material creation.
- Select and utilize appropriate evaluation methods to assess the effectiveness of educational materials.

## General competences

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Work autonomously
- Work in teams
- Work in an interdisciplinary team
- Design and manage projects
- Be critical and self-critical
- Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

The course content may be divided into the following thematic units:  
Thematic Unit 1: Introduction to Instructional Design. Models of Instructional Design (ASSURE, ADDIE, Dick & Carey, etc). The role of educational materials in supporting teaching and learning.

Thematic Unit 2: Types and formats of educational materials. Frameworks for reviewing educational materials. Analyzing materials - Case studies of effective and ineffective educational materials.

Thematic Unit 3: Design principles of effective learning materials. Processes of developing educational materials (audience, learning objectives, content and activities, modalities, scripting, visual design). Tools and techniques in the development of educational materials. Practical activities of material creation for the elementary classroom

Thematic Unit 4: The process of material evaluation. Methods of evaluating educational materials. Quantitative, qualitative and authentic forms of evaluation. Reviewing, reforming and reconstructing educational materials.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	The subject matter of the course is directly related to the use of ICT tools in every aspect of the teaching and learning process	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures/Presentations	50
	Laboratory Work	55
	Reading Assignment	15
	Written Assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Course attendance is obligatory and assessment is continuous, having formative and summative character. Formative evaluation is based on coursework and presentation (Design and develop an educational material based on specific criteria and learning objectives. Present your designed material to the class, explaining your design decisions and evaluation results). Summative evaluation is based on the development of a portfolio of educational materials initially designed and created within the course and a written essay in which students analyze an existing educational material using a chosen framework and discuss its strengths, weaknesses, and potential improvements.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course Bibliography (Eudoxus)

- Καψάλης, Α. και Νημά, Ε. (2015) Σύγχρονη Διδακτική. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

Additional bibliography for study

- Σοφός, Α., Κώστας, Α., Παράσχου, Β., Σπανός, Δ., Γιασιράνης, Σ., Τζόρτζογλου, Φ., & Βρατσάλη, Ν. (2023). Σχεδιασμοί εκπαιδευτικού υλικού & τεχνολογίες για την ψηφιακή εκπαίδευση [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις.

<https://dx.doi.org/10.57713/kallipos-170>

- Παπαδημητρίου, Σ., Σοφός, Α. (2022). Αξιοποίηση οπτικοακουστικών μέσων στο σύγχρονο σχολείο. Αθήνα: ΕΚΟΜΕ.

<https://www.ekome.media/el/%CE%B5%CE%BA%CF%80%CE%B1%CE%AF%CE%B4%CE%B5%CF%85%CF%83%CE%B7/nea-ekdosi-idea-axiopoisi-o-a-meson-sto-syghrono-scholeio-s-papadimitriou-kai-l-sofou/>

- Σοφός, Α., & Γιασιράνης, Σ. (2022). Η ταινία και το βίντεο στην εκπαίδευση – Προσεγγίσεις και πρακτικές αξιοποίησης στην τάξη [Μεταπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://repository.kallipos.gr/handle/11419/8451>
- Smith, P., & Jones, A. (2023). *Instructional design: International perspectives* (3rd edition). Routledge.
- Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.
- Romiszowski, A. J. (2016). *Designing instructional systems: Decision making in course planning and curriculum design*. Routledge.
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching*. Bloomsbury Publishing.
- Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). *Designing effective instruction*. John Wiley & Sons.
- Reigeluth, C. M. (1999). *The ADDIE model: A practical guide*. Merrill Publishing Company.
- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd edition). Open University Press.
- Clark, R. C., & Mayer, R. E. (2016). *e-Learning and the science of instruction* (4th ed.). John Wiley & Sons.
- Dick, W., & Carey, L. (2005). *The systematic design of instruction* (6th edition). Merrill Publishing Company.
- Gagne, R. M., & Briggs, L. J. (1977). *Principles of instructional design* (4th edition). Holt, Rinehart and Winston.
- Merrill, M. D. (2002). *First principles of instruction*. Merrill Publishing Company.
- Tessmer, K., & Richey, C. (1999). *The new media revolution: Teaching and learning in an age of multimedia communication* (2nd edition). Allyn & Bacon.
- Wilson, V., & Joyce, A. P. (2002). *Educational theories and their application* (5th edition). Pearson Education.



## ΕΠΜ101 - INCLUSIVE EDUCATION AND TEACHING PRACTICES

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ101	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	INCLUSIVE EDUCATION AND TEACHING PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	OPTIONAL		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The aim of the course is the presentation and the understanding of topics related with teaching practices in inclusive education.</p> <p>In particular, students are expected to:</p> <ul style="list-style-type: none"> <li>-familiarize with concepts and questions related to the education of disabled students in general schools</li> <li>-gain knowledge about the changes that have taken place in teaching programs</li> <li>-recognize the multiplicity of learning</li> <li>-get acquainted with technologies that advance knowledge for disabled students</li> <li>-familiarize with whole school approaches</li> <li>- be able to distinguish exclusion from inclusion as well as the consequences of the implementation of programs and policies concerning the disabled student</li> </ul>
<b>General competences</b>
<p>Make decision</p> <p>Be critical and self-critical</p> <p>Advance free, creative, and causative thinking</p>

## COURSE CONTENT/SYLLABUS

<p>The course provides practical guidance and questions for reflection, discussion as it presents case studies to show examples or examine key points for teaching practices in inclusive schools. It challenges current thinking and critiques International and Greek policy and practice on inclusion. It provides practical guidance on how to ensure schools are fully inclusive. The course will systematically, thoroughly, and extensively review effective educational strategies for inclusive education. It will combine academic research with professional practice.</p>
---

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face-to-face	
<b>USE OF ICT</b>	Websites with related material	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assignment	39
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Armstrong, D., Armstrong, A. C., & Spandagou, I. (2011). Inclusion: By choice or by chance?. *International journal of inclusive education*, 15(1), 29-39.

Armstrong, D., Armstrong, A. C., Schuelka, M. J., Johnstone, C. J., Thomas, G., & Artiles, A. J. (2019). Human rights, inclusive education and inter-cultural competence. *The SAGE handbook of inclusion and diversity in education*, 76-86.

Kefallinou, A., Symeonidou, S., & Meijer, C. J. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(3-4), 135-152.

Miškolci, J., Armstrong, D., & Spandagou, I. (2016). Teachers' perceptions of the relationship between inclusive education and distributed leadership in two primary schools in Slovakia and New South Wales (Australia). *Journal of Teacher Education for Sustainability*, 18(2), 53-65.

Symeonidou, S., & Phtiaka, H. (2009). Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. *Teaching and teacher education*, 25(4), 543-550.

Zoniou-Sideri, A., Deropoulou-Derou, E., Karagianni, P., & Spandagou, I. (2006). Inclusive discourse in Greece: Strong voices, weak policies. *International Journal of Inclusive Education*, 10(02-03), 279-291.

## ΕΠΜ102 DIGITAL LITERACY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ102	<b>SEMESTER</b>	4th
<b>COURSE TITLE</b>	DIGITAL LITERACY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>	The module is optional and is being offered to 2nd year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek and English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6231">https://elearning.auth.gr/course/view.php?id=6231</a>		

## LEARNING OUTCOMES

## Learning outcomes

This course will equip students with the knowledge and skills required for understanding the concept of Digital Literacy and its characteristics, as well as the abilities entailed in the development of lesson plans and activities for the teaching of digital literacy. By the end of the course students are expected to be able:

To understand conceptual approaches of digital literacy and its relationship to other contemporary and collateral literacies of the digital.

To become familiar with the aims and the contents of a variety of digital literacy curricula, national, European and International frameworks for the development of digital literacy

To design, prepare, organize, create and evaluate teaching and learning activities aiming at the development of digitally literate pupils.

## General competences

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Adapt to new situations
- Make decisions
- Work autonomously
- Work in teams
- Work in an international context
- Work in an interdisciplinary team
- Generate new research ideas
- Design and manage projects
- Be critical and self-critical
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

The content of the module is consisted of five main thematic areas, which may be summarized as follows: Information Society and Technological revolution –Contemporary approaches of European policy towards the integration of digital literacy in education. Historical review of the concept of digital literacy and its dimensions – Technocentric and pedagogical conceptual understandings. Digital literacy and its relationship to other literacies (media literacy, visual literacy, information literacy, ICT literacy,etc) The role and the content of digital literacy in primary school curricula. The Greek Informatics Curriculum. The European Framework for Digital Literacy Teaching about digital literacy in schools – Methods, strategies, and forms of teaching knowledge, skills, abilities and attitudes related to digital literacy.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	The subject matter of the course is directly related to the use of ICT tools in every aspect of the teaching and learning process	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory Work	20
	Reading Assignment	14
	Written Assignments	20
	Exams	18
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	The module is assessed primarily through a portfolio of laboratory work. Students will be assessed through at least 5 assignments concerned with the design and creation of educational materials. Assignments are delivered successively within the duration of the course and students are provided with an initial feedback given at the draft stage. Final assignments are expected to be handed in within the exam period. The main evaluation criteria used for assessing assignments are concerned with content coverage, structure and quality of organization, format, appearance and editing of the text. Apparently, evaluation criteria differ from one assignment to the other and students are informed about them through written directions accompanying the announcement of the subject of the written essay.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course Bibliography (Eudoxus)

- Κόμης, Β. (2019) Εισαγωγή στις εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και της Επικοινωνίας. Εκδόσεις Νέων Τεχνολογιών.

Additional bibliography for study

- Στυλιάρης, Γ., & Δήμου, Β. (2015). Διδακτική της πληροφορικής [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://hdl.handle.net/11419/722>
- European Commission, Joint Research Centre (JRC). (2022). DigComp 2.2: The Framework for Digital Competence of Citizens. <https://op.europa.eu/en/publication-detail/-/publication/50c53c01-abe1-11ec-83e1-01aa75ed71a1>

- Vuorikari, R., Kluzer, S., & Punie, Y. (2022). DigComp 2.2: The Digital Competence framework for citizens. Publications Office of the European Union.
- European Commission, Joint Research Centre (JRC). (2017). DigCompEdu: The Framework for Digital Competence of Educators. <https://op.europa.eu/en/publication-detail/-/publication/fcc33b68-d581-11e7-a5b9-01aa75ed71a1>
- Ala-Mutka, K. (2011). Mapping digital competence: Towards a conceptual understanding. European Commission Joint Research Centre Institute for Prospective Technological Studies. Technical Note JRC 67075.
- Livingstone, S. (2022). Media and young people in the digital age: A review of the evidence. Cambridge University Press.
- National Association for Media Literacy Education (2023). Media Literacy Framework.
- Boyles, C. (2023). Digital Literacy: A Teacher's Handbook. Corwin.
- Book: "Digital Literacies: Concepts, Policies and Practices in Europe" by Carl Wright and Sirkku Nikamaa (2019): This book offers an in-depth examination of digital literacy concepts, policies, and practices across European countries, exploring differences, similarities, and emerging trends.
- Journal Article: "Digital Literacy Education: A Comparative Study Across Europe" by Annika Andersson et al. (2020): This comparative study examines digital literacy education initiatives in several European countries, analyzing curriculum frameworks, pedagogical approaches, and assessment methods.
- Book Chapter: "Digital Literacy in Europe: Current Status and Future Trends" by Jelena Jovanovic and Stefanie Lindstaedt (Eds.) (2021): This chapter provides an overview of digital literacy initiatives and challenges in Europe, discussing policy frameworks, educational strategies, and workforce development efforts.
- Journal Article: "Digital Competence and Digital Literacy in Higher Education: A European Perspective" by Clara Ribau et al. (2020): This article explores the concept of digital competence and digital literacy in higher education from a European perspective, discussing the role of universities in preparing students for the digital age.
- Book: "Digital Skills: Unlocking the European Union's Potential" by Stefano Scarpetta et al. (2018): This book examines digital skills development initiatives in Europe, focusing on policy recommendations, best practices, and challenges in promoting digital literacy across different sectors.
- Journal Article: "Digital Literacy in Europe: Mapping Practices Across 33 Countries" by Julian Fraillon et al. (2021): This article presents findings from a large-scale study mapping digital literacy practices in 33 European countries, highlighting variations in access, skills, and usage patterns.
- Book Chapter: "Digital Literacy Policies in Europe: A Comparative Analysis" by Katerina Zourou and Maria Ranieri (Eds.) (2020): This chapter offers a comparative analysis of digital literacy policies in European countries, examining government initiatives, funding mechanisms, and implementation strategies.
- Journal Article: "Digital Inequality in Europe: Evidence from the European Social Survey" by David Carrillo and Maria Laura Di Domenico (2020): This article explores digital inequality in Europe, examining socio-economic factors, access to technology, and digital literacy levels across different demographic groups.
- Book: "Digital Education Policies in Europe: Evidence from National Analyses" by Rebecca Eynon et al. (Eds.) (2021): This book provides insights into digital education policies in Europe, drawing on national analyses from various European countries to identify key trends and challenges.
- Journal Article: "Digital Literacy for All: A European Perspective on Digital Inclusion" by Barbara Barbosa Neves et al. (2020): This article discusses digital literacy as a key

component of digital inclusion efforts in Europe, exploring strategies for promoting digital skills development and reducing inequalities.

- Buckingham, D.(2008) Εκπαίδευση στα ΜΜΕ: Αλφαριθμητισμός, μάθηση και σύγχρονη κουλτούρα. Αθήνα: Ελληνικά Γράμματα Α.Ε.
- Kron, Friedrich W. (2007) Διδακτική των μέσων : Νέα μέσα στο πλαίσιο διδακτικών και μαθησιακών διαδικασιών, Αθήνα : Gutenberg - Γιώργος & Κώστας Δαρδανός,
- Drenoyianni H. & Stergioulas L.K. (2011) (eds) Pursuing Digital Literacy in the School New Literacies series, Peter Lang Publishing Group, New York,pp. 269.
- Drenoyianni, H. and Mylona, I. (2004) "Commenting on the Nature and Attributes of ICT in Education". In Malpica, F., Friedrich, W. and Tremante, A. (Eds) Education/ Training and Information/ Communication Technologies and Applications, Orlando-Florida: International Institute of Informatics and Systemics.
- Ντρενογιάννη, Ε., Stergioulas, L., Κάμτσιου, Ε. και Koskinen, T (2007) Οι προοπτικές και τα όρια των διαδικασιών συμμετοχικής διαμόρφωσης ενός ενιαίου πλαισίου εκπαίδευσης για τον «ψηφιακό γραμματισμό», Στο Καψάλης, Γ. Δ.. και Κατσίκης, Α.Ν. (Επιμ.) "Η Πρωτοβάθμια Εκπαίδευση και οι προκλήσεις της εποχής μας", Πρακτικά Εισηγήσεων του ομώνυμου συνεδρίου, Ιωάννινα: Πανεπιστήμιο Ιωαννίνων.
- Giddens, A. (2002) Ο κόσμος των ραγδαίων αλλαγών. Πως επιδρά η παγκοσμιοποίηση στη ζωή μας. Αθήνα: ΜΕΤΑΙΧΜΙΟ.
- Tyner, K. (1998) Literacy in a digital world: Teaching and Learning in the Age of Information. New Jersey: Lawrence Erlbaum Associates, Inc.
- Robins, K. και Webster, F. (2002) Η Εποχή του Τεχνοπολιτισμού: από την Κοινωνία της Πληροφορίας στην εικονική ζωή. Αθήνα: Καστανιώτης.
- Webster, F. (2002) Theories of the Information Society. New York: Routledge.

Additional Resources:

- Decoding Digital Literacy: [<https://decodingdigitalliteracy.org/>]
- Center for Applied Special Technology (CAST): [<https://www.cast.org/>]
- Edutopia: [<https://www.edutopia.org/>]
- The Center for Teaching at Vanderbilt University: [<https://cft.vanderbilt.edu/>]

## ΕΠΜ103 - INTERCULTURAL EDUCATION FOR SOCIAL JUSTICE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ103	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	INTERCULTURAL EDUCATION FOR SOCIAL JUSTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	General background/ Development of Skills		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=13704">https://elearning.auth.gr/course/view.php?id=13704</a>		

## LEARNING OUTCOMES

## Learning outcomes

After finishing the semester, students are expected to:

## 1. Knowledge

- ✓ Acquire basic knowledge and skills related to the relevant topic and to be able to relate them to their practice.
- ✓ Recognize and be able to explain how unequal social relationships affect human actions and relationships at both the micro (individual) and macro (structural) levels.
- ✓ Develop their vocabulary with concepts that describe the issues of social differentiation in Canadian schools within the theory of critical social justice.
- ✓ Improve their critical ability and thinking, as well as the way they write and express themselves orally.
- ✓ To develop an action plan for all the above, which will serve the goals of a fairer society.
- ✓ More specifically, to be able to plan and be able to take lessons taking into account the social differences between students.
- ✓ Use data from multiple sources in their teaching.
- ✓ To identify the further needs of their professional development in relation to the teaching and / or support of the students.

## 2. Skills, abilities

- ✓ To have studied a series of articles and books, with which they will meet the theory and the different approaches of the relevant scientific area.
- ✓ To be able to support the perceptions and theories they adopt on substantiated scientific views.
- ✓ To distinguish the influences and pedagogical assumptions that underlie the different approaches concerning Intercultural Education.

- ✓ To be able to support the need for a democratic school, open to all and sundry.
- ✓ To be able to turn theoretical supplies into daily practice.
- ✓ To be able to connect educational policy with school reality.

**General competences**

- Adaptability
- Decision making
- Independent work
- Teamwork
- Work in a multidisciplinary environment
- Generating new research ideas
- Criticism and self-criticism
- Promoting freedom, creative and inductive thinking

**COURSE CONTENT/SYLLABUS**

- What is interculturalism?
- What is intercultural education?
- Different approaches to intercultural education
- What is social justice?
- Social justice, human rights and intercultural education
- Pedagogical and didactic issues in intercultural education for Social Justice
- Social diversity in Greece and the role of Intercultural Education for Social Justice
- International Issues in Intercultural Education for Social Justice

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	I-pad & projector e-learning and other websites e-mails	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Seminars	18
	Studying books & articles	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Assessment of the students is done through scholarly papers.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Books to choose by students (Eydoxos):**

1. Govaris, Ch. (2004). Introduction to Intercultural Education. Athens: Atrapos.
2. Nikolaou, G. (2009). Intercultural Didactics. Athens: Greek Letters.



## ΕΠΜ 104 MUSIC PEDAGOGY II: SINGING IN PRIMARY SCHOOL

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ104	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	MUSIC PEDAGOGY II: SINGING IN PRIMARY SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Elective/Specific Foundation/Skills Development		
<b>PREREQUISITE COURSES/CLASSES</b>	<p><b>General Prerequisites</b></p> <p>As a prerequisite -in order to be able to attend the course- students must already have the following basic knowledge and skills: A) Music theory and musical concepts, B) Musical praxis: mainly singing as well as performing in melodic percussion (or other) instruments to accompany the song. The above might have been obtained by attending music classes previously, either outside the university studies or university subjects in Music Pedadogy from the Department's Program of Studies in previous semesters, and/or relevant classes from other departments. C) Have to have access to a melodic instrument to practice (i.e. metallophone).</p>		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=11529">https://elearning.auth.gr/course/view.php?id=11529</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon successful completion of the course students should:</p> <ul style="list-style-type: none"> <li>• Have acquired basic theoretical knowledge about children's voices and singing.</li> <li>• Be able (based on the above knowledge) to cultivate their own voice by practicing in the practical-workshop part of the course.</li> <li>• Be able to sing in correct pitch (by reading scores) and to accompany with a musical instrument children's songs for primary school students.</li> <li>• Have acquired the required knowledge to be able to teach songs.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Work in pairs</li> <li>• Work in an interdisciplinary team</li> <li>• Appreciate diversity and multiculturality</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> </ul>

- Be critical and self-critical
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

In the theoretical part of the course, the basic goal is students to acquire the theoretical musical knowledge that is required in order -first of all- to become aware of the importance of singing as a means of expression for children. Also study the factors that are crucial for using correctly the voice and moreover the techniques that are used in singing and its teaching. In the practical-workshop part of the course the main goal is -based on the taught respective theory and by practicing- students to be able to sing correctly (from the score) songs for children and to be able to accompany them in an instrument.

In detail:

Introduction to the basics of Harmony, to make it possible to use simple harmonic accompaniment to the songs. Exercising transporting the melody of a song to a different key (suitable for the children's voices). Rhythmic score reading and counting with hand movements depending on the time signature. Rhythmic and melodic Solfege. Work with the Kodály hand signs to achieve accuracy in pitch in singing and with the Kodály rhythmic syllables to achieve accuracy in rhythmic reading. Exercises to develop the skills to accompany the song with an instrument individually and in duets, as well as doing the same with specific children's songs. Repertoire building. Introduction to the teaching of individual and group singing. Combined from theory and praxis: Studying the content of the official music textbooks for primary schools, students have to choose and present a lesson and its activities that is related to voice and/or singing. Alternatively teaching a song to the class.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory Work	15
	Reading Assignment	10
	Written assignment	10
	Artistic creation	12
	Exams	10
	Sing and perform individually and in duets	15
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Written Exam with Multiple Choice Questions (Summative)</li> <li>• Written Exam with Short Answer Questions (Summative)</li> <li>• Oral Exams (Formative, Summative)</li> <li>• Performance / Staging (Formative, Summative)</li> <li>• Written Exam with Problem Solving (Summative)</li> <li>• Laboratory Assignment (Formative)</li> <li>• Artistic Performance (Formative, Summative)</li> </ul>	

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Practicing to sing and perform individually and in duets</li> </ul> |
|--|--|

### SUGGESTED READING LIST/ BIBLIOGRAPHY

#### Course Bibliography (Eudoxus):

Θεοδωρίδης, Ν. (2020). Φίλοι Μουσικόφιλοι: Μουσικοπαιδαγωγικό Πρόγραμμα για παιδιά προσχολικής και πρωτοσχολικής ηλικίας. Θεσσαλονίκη: Ελληνική Ένωση για τη Μουσική Εκπαίδευση. ISBN: 978-618-83465-4-3. (Κωδικός στον Εύδοξο: 94644174).

#### Additional bibliography for study:

- Δαμιανού- Μαρίνη, Ε. (1998). Βασικές μεθοδολογικές αρχές για την εφαρμογή των Μουσικοπαιδαγωγικών ιδεών του Zoltán Kodály. Μουσική Εκπαίδευση, 3(1), 30-36.
- Καψάσκη – Μακρή, Σ. Αγγ.(2009). Τα πρώτα μου τραγούδια- ανθολογία παιδικών τραγουδιών. Αθήνα: Μελωδία-Καψάσκη.
- Μουζακίτης, Χ. (2010). Το αλφαβητάρι της στοιχειώδους θεωρίας της μουσικής. Αθήνα: Edition Orpheus, Νικολαΐδης Μ.
- Παπαζαρχής, Αθ. (1990). Η παιδική φωνή και το τραγούδι. Κατερίνη: Τέρτιος.
- Σίμου, Ε. (2013). Η ανάπτυξη των δεξιοτήτων στο τραγούδι στα παιδιά προσχολικής και πρώτης σχολικής ηλικίας. Στο Ξανθούλα Παπαπαναγιώτου (Επιμ.). Ζητήματα Μουσικής Παιδαγωγικής, σσ. 193-214, Θεσσαλονίκη: Ε.Ε.Μ.Ε.
- Τσαφταρίδης, Ν. (1996). Παραδοσιακά τραγούδια για παιδιά. Αθήνα: Νάκας.
- Μόσχος, Κ., Τουμπακάρη, Ν., Τόμπλερ, Μ. (2009). Μουσικό ανθολόγιο Α΄-ΣΤ΄ Δημοτικού. Αθήνα: ΟΕΔΒ – Παιδαγωγικό Ινστιτούτο.
- Τα σχολικά εγχειρίδια μουσικής όλων των τάξεων του δημοτικού σχολείου.
- Συναφή επιστημονικά περιοδικά: Μουσική Εκπαίδευση, Μουσικοπαιδαγωγικά, Ρυθμοί.

## ΕΠΜ110

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ110	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	COMPARATIVE EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10993">https://elearning.auth.gr/course/view.php?id=10993</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the epistemology of the field of Comparative Education.</li> <li>2. Recognise the necessity of the comparative approach in order to understand educational phenomena in an increasingly globalised world.</li> <li>3. Use the methodological principles of Comparative Education in order to analyse critically educational issues at local, national and international level.</li> <li>4. Discuss the reconstruction of the Greek education due to external influences or through the theoretical view of transferring, borrowing or imposing educational ideas, policies and practices.</li> </ol>
<b>General competences</b>
<p>Adapt to new situations          Make decisions          Work autonomously          Work in teams          Work in an international context          Generate new research ideas          Appreciate diversity and multiculturality          Be critical and self-critical          Advance free, creative and causative thinking</p>

## COURSE CONTENT/SYLLABUS

<p>The course aims to approach critically educational issues at local / national and international (including European) level. At the same time, it aims to develop comparative concepts and theoretical tools in order to analyze various educational issues. The course structure is the following:</p> <ul style="list-style-type: none"> <li>• Comparative Education as a scientific discipline</li> <li>• Educational lending and transfer of educational discourse</li> <li>• Comparative argument as a political tool</li> </ul>
---

- A historical-comparative approach to the Greek education system

#### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of ICT in course teaching, in communication with students and in student assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Fieldwork	24
	Reading assignment	45
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>The instructor presents the criteria, the types and the techniques of the student assessment during the first lecture. Evaluation is formative and conclusive.</p> <p>Regarding the formative evaluation: Students have to discuss critically issues on comparative education. The instructor announces the topics of the discussions during the lectures and digitally on the course's website (platform: elearning.auth.gr).</p> <p>Regarding the conclusive evaluation: Students have to take a written exam at the end of the course. This final exam offers students the opportunity for a holistic overview of the course. It is expected that students will be able to analyse critically issues they have studied within the course. This final exam is an open book exam. Students have to solve a problem or to answer to open questions. The answers should be distinguished by logical coherence, scientific consistency and accuracy.</p>	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

##### Course bibliogrpahy (Eudoxus)

Καλογιαννάκη, Π. (2015). *Περί Συγκριτικής Παιδαγωγικής*. Αθήνα: Gutenberg.  
 Πασιάς, Γ. (2015). *Συγκριτική Εκπαίδευση. Τόποι και Λόγοι*. Αθήνα: Γρηγόρης.

##### Additional bibliography for study

###### In Greek

Καζαμίας, Α. (2008). *Περί Συγκριτικής Παιδαγωγικής ή προς έναν προμηθεϊκό ουμανισμό στη νέα κοσμόπολη* (επιμ. Π. Καλογιαννάκη). Αθήνα: Ατραπός.

Ματθαίου, Δ. (επιμ.) (2007). *Συγκριτική σπουδή της εκπαίδευσης. ΙΙ. Ζητήματα, διεθνούς εκπαιδευτικής πολιτικής – ιστορικές καταβολές, σύγχρονες τάσεις και προοπτικές*. Αθήνα, Ε.Σ.Π.Δ.Ε.Π.Ε.

Μπουζάκης, Σ. (επιμ.) (2012). *Συγκριτική Παιδαγωγική. Μεθοδολογικές, θεωρητικές προσεγγίσεις, διεθνής εκπαίδευση, εκπαίδευση εκπαιδευτικών, ευρωπαϊκή διάσταση στην εκπαίδευση, παγκοσμιοποίηση και εκπαίδευση*. Αθήνα: Gutenberg.

Μπουζάκης, Σ. (επιμ.) (2000). *Ιστορικο-συγκριτικές προσεγγίσεις. Τιμητικός τόμος Ανδρέα Καζαμίας*. Αθήνα: Gutenberg.

In English

Arnove, R. & Torres, C. A. (Ed.) (2007<sup>3</sup>). *Comparative education: the dialectic of the global and the local*. Lanham, Maryland: Rowman & Littlefield Publishers.

Cowen, R. & Kazamias A. M. (Ed.) (2009). *International Handbook of Comparative Education (Volume 1 & 2)*. Dordrecht: Springer.

Kubow, P. K. & Blosser, A. H. (Ed.) (2016). *Teaching Comparative Education: trends and issues informing practice*. Oxford: Symposium Books.

Larsen, M. A. (Ed.) (2010). *New Thinking in Comparative Education: Honouring Robert Cowen*. Rotterdam: Sense Publishers.

Manzon, M. (2011). *Comparative Education: The Construction of a Field*. Dordrecht: Springer.

**ΕΠΜ-112 GENERAL PEDAGOGICAL KNOWLEDGE: ORGANISATION AND MANAGEMENT OF THE SCHOOL CLASSROOM**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ-112	<b>SEMESTER</b>	5 and over
<b>COURSE TITLE</b>	GENERAL PEDAGOGICAL KNOWLEDGE: ORGANISATION AND MANAGEMENT OF THE SCHOOL CLASSROOM		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	GENERAL BACKGROUND, SKILLS DEVELOPMENT, SPECIALISED SCIENTIFIC AREA		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6720">https://elearning.auth.gr/course/view.php?id=6720</a> & <a href="http://users.auth.gr/users/6/5/051456/public_html/Ekkes%20prosegiseis%20%20praktikes.pdf">http://users.auth.gr/users/6/5/051456/public_html/Ekkes%20prosegiseis%20%20praktikes.pdf</a>		

**LEARNING OUTCOMES**

<p><b>Learning outcomes</b></p> <p><b>A. Knowledges</b></p> <p><i>By the end of the course students are expected to:</i></p> <ol style="list-style-type: none"> <li>1. Know the basic concepts and theories related to teaching conditions</li> <li>2. Knowing the effects of the different pedagogical approaches (traditional, progressive and radical) to everyday school practices</li> <li>3. Understand and analyze teaching practices resulting from different pedagogical approaches</li> <li>4. Knowing teachers' strategies, as well as various teachers' profile</li> <li>5. Valuing the management of teaching time</li> <li>6. Knowing traditional and alternative ways of class management</li> <li>7. Knowing theories concerning the reasons pupils behave inappropriately</li> <li>8. Knowing theories concerning the management of pupils' "inappropriate" behaviors and attitudes</li> <li>9. Complete critical reading of a series of books and articles of the specific scientific discipline</li> </ol> <p><b>B. Skills, abilities</b></p> <ol style="list-style-type: none"> <li>1. Be able to relate theoretical concepts with their practical implications and "consequences"</li> <li>2. To recognize and connect pedagogical assumptions with various teaching styles</li> </ol>
---

3. Be able to support their teaching approaches and practices to scientific theories and approaches
4. Be able to analyze data from scientific research and link them with appropriate pedagogical practices
5. Be able to integrate, synthesize and evaluate best teaching practices in their daily classroom life
6. To adopt such teaching practices, that will allow every pupil have the education he/she deserves
7. To become capable to create a democratic atmosphere, which will help in the integration and participation of all pupils, regardless of their social class, gender, cultural / ethnic / national group, sexual orientation and special abilities
8. Be able to turn the theoretical skills into everyday practice
9. Be able to handle matters of daily educational reality
10. Be able to make a successful teaching

**General competences**

- Adaptability
- decision making
- independent work
- teamwork
- Work in a multidisciplinary environment
- Generating new research ideas
- Criticism and self-criticism
- Promoting freedom, creative and inductive thinking

**COURSE CONTENT/SYLLABUS**

- ✓ INTRODUCTION [acquaintance -(pre) - review requirements]
- ✓ Traditional, progressive and radical educational approaches & School Practices
- ✓ Moral Education & Training Programs of character education
- ✓ Behavior problems & their causes
- ✓ Security & "order" in the school
- ✓ Prevention & treatment of school violence
- ✓ The organization of the classroom
- ✓ Rules & procedures in the classroom
- ✓ Rewards and Penalties
- ✓ Teaching styles to address behavior problems in the classroom
- ✓ Theories of classroom management
- ✓ Theories and methods of maintaining discipline in the classroom

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	p/c & projector e-learning and other websites e-mails	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	lectures	80



	seminars	25
	studying	42
	exams	03
	total	150
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b>                      The assessment of students is done by scholarly papers. Students are required to deal with a range of relevant issues throughout the course. Students opting for this form of assessment are also required to prepare and present an individual project based on articles published in scientific journals.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Books to choose by students (Eydoxos):**

Zachos D. (2020). *School “discipline” and classroom “management”: a critical exploration of school practices*. Thessaloniki: Stamoulis.

Kyridis, A. (1999). *Discipline in the School*. Athens: G. Dardanos.

Additional bibliography for study:

Aravanis, G. (1998). *Discipline and education. The role of penalties and fees in school and kindergarten*. Athens: Grigoris.

Dottrens, R., Mialaret, G. Rast, E. & Ray, M. (1974). *I teach and teach*. Athens: Diptychos.

Duncker L. (2011). *Primary School Theory*. Thessaloniki: Spotlight.

Vratsalis K. (2005). *Teaching experience and pedagogical theory*. Athens: Island.

Flitner, A. (1997). *Autocratic or liberal education?* Athens: Print.

Konstantinou, X (2015). *Good School, Adequate Teacher and Appropriate Education*. Athens: Gutenberg.

Bikos, K. (2004). *Interaction and social relations in the classroom*. Athens: Greek Letters.

Babalis, Th. (2005). *The socialization of the child in the classroom*. Athens: Atrapos.

Notsos, X. (1988). *The Gracian Concept of Pedagogical Relationship*. In: Antonio Gramsci. *Fifty years after his death*. Ioannina: Scientific Yearbook of the Department of Philosophy, Pedagogy and Psychology of the School of Philosophy of the University of Ioannina, 35.

Solomon, I. & Kuzelis, G. (eds.) (1994). *Discipline and Knowledge*. Athens: EMEA.

Tsipetaris, A. (2004). *Psycho-sociology of the classroom*. Athens: Atrapos.

Wragg, E. C. (2003). *Management of the school class in primary education*. Athens: Savvalas.

Psaltis, A., Kasapi, S. & Deligianni - Kouimtzi, B. (2012). *Contemporary psycho-pedagogical issues: Intimidation in Greek schools*. Athens: Gutenberg

## TITLE QUANTITATIVE DATA ANALYSIS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 113	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	QUANTITATIVE DATA ANALYSIS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	OPTIONAL		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Upon completion of the course, participants will be able to: - be able to enter quantitative data into statistical processing software package - carry out descriptive data analysis - carry out inductive data analysis
<b>General competences</b>
- Putting knowledge into practice - Search, analysis and synthesis of data and information, using the necessary technologies - Autonomous work - Group work - Working in an interdisciplinary environment - Respect for diversity and multiculturalism - Exercising criticism and self-criticism - Promotion of free, creative and deductive thinking

## COURSE CONTENT/SYLLABUS

The course aims to introduce students to the analysis of data collected by questionnaire. In particular, the aim is to familiarize students with the interface of the SPSS statistical package and to perform descriptive and inferential analysis. Emphasis will be placed on learning about variables, univariate analysis using charts, sampling in quantitative research, the usefulness of normal distribution, and bivariate analyses using hypothesis testing.

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	In person	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	30
	Reading articles	10
	Assignment homework	20
	Group-based activities in class	77
	Final exams	10
		3

	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students will be graded through written assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Newby P., 2019, Μέθοδοι έρευνας στην εκπαίδευση, επ επ Γ Μανωλίτσης. Μτφ Ι Πυρριτη. Αθήνα: Πεδίο

Καλογεράκη Σ., 2020, Σχεδιασμός και κατασκευή ερωτηματολογίων στην κοινωνική έρευνα. Αθήνα: Κριτική

deVaus, D. 2011, Ανάλυση κοινωνικών δεδομένων. Επ επ Ν. Κυριαζή, μτφ Ε Δημητριάδου, Αθήνα: Πεδίο

Babbie, E. 2018, Εισαγωγή στην κοινωνική έρευνα, επ επ Ι Κατερέλος, Σ Χατζηφωτίου, μτφ. Α Μηλιος, Π Παπαδοπούλου, Γ Βογιατζής. 2η εκ. Αθήνα: κριτική

**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ114	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	SOCIAL EXCLUSION AND EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Book Slide presentations Multimedia	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=8419">https://elearning.auth.gr/course/view.php?id=8419</a>		

**LEARNING OUTCOMES****Learning outcomes**

Male and female students should:

- be able to understand the phenomenon of social exclusion
- be able to conceive its dimensions in education
- be able to critically approach the causes of its appearance and reproduction
- be able to seek solutions for combating it
- be sensitized in relation to specific populations who are forced to live in conditions of social and educational exclusion
- acquire abilities of political analysis of social and educational phenomena

**General competences**

Apply knowledge in practice  
Retrieve, analyze and synthesize data and information, with the use of necessary technologies  
Adapt to new situations  
Make decisions  
Work in teams  
Design and manage projects  
Appreciate diversity and multiculturalism  
Respect natural environment  
Demonstrate social, professional and ethical commitment and sensitivity to gender issues  
Be critical and self-critical  
Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

Within the framework of this course, we initially intend to treat at great length the term "Social Exclusion" and further analyze and understand the corresponding social phenomenon. Subsequently, the main characteristics that turn the above phenomenon into a social problem

emerge, and the causes of its production, maintenance, and reproduction are sought as well. We also lecture on the fields in which it is developed (science, policy, media), the techniques and the means which it is maintained with (silences, distortions, selective references, racist stereotypes and prejudices in general), the ideology on the basis of which it is rationalized and legalized while the emphasis is on the socio-economic formation in the context of which the social exclusion is incarnated. Similarly, through the further critical reading of the phenomenon, we examine its potential excess and resolution. However, the discussion is directly carried out in the field of education, aiming to confront one of the specific dimensions of the phenomenon, known as educational exclusion. Consequently, it is inevitable to include all those kids who are "at risk" or have already experienced educational and -by extension- social exclusion in our country (children of immigrants, refugees, and repatriates, children with disabilities, children of poor families and working-class children, Gypsies, e.tc.). A particular emphasis is given on the analysis of the very specific and differentiated social and educational conditions in which the mentioned above children live. While negotiating reasonable and feasible solutions of the phenomenon, some terms and main principles of the Intercultural and Antiracist Education are discussed and presented analytically, in juxtaposition with each other and with historical previous facts, yet currently holding their sovereignty as examples of assimilation and integration. Finally, we keep in mind to show the serious damages that is possible to be imposed on a social and political level by the institutional legitimization of different racist and extreme-right, new-nazi forms on the world political scene. Actually, we are talking about dangerous formations that are considered more or less responsible for the social exclusions and discriminations of different groups of the population.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	70
	Reading Assignments	30
	Written Assignments	50
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students' assessment is realized by written exams at the end of the semester. In this framework, the students are called to answer certain questions on a specific text delivered during the examination procedure. Their arguments should be based on the theories that have been discussed extensively during the lectures. This way, their critical ability and argumentation on daily issues of social and educational exclusion is detected. Furthermore, a brief presentation, of group projects, of the main points of some very specific books considered to promote the basic contents of the lesson is anticipated. Students who present projects waive final exams.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Cummins, J. (1999). Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την Ενδυνάμωση σε μια Κοινωνία της Ετερότητας. Αθήνα: Gutenberg.

- Τσιάκαλος, Γ., & Σπανού, Ε. (Επιμέλεια), (1999). Ανθρώπινη Αξιοπρέπεια και Κοινωνικός Αποκλεισμός. Εκπαιδευτική Πολιτική στην Ευρώπη. Εταιρεία Πολιτικού Προβληματισμού Ν. Πουланτζάς. Αθήνα: Ελληνικά Γράμματα.
- Παπαδημητρίου, Δ. Ζ. (2000). Ο Ευρωπαϊκός Ρατσισμός. Εισαγωγή στο φυλετικό μίσος. Ιστορική, Κοινωνιολογική και Πολιτική μελέτη. Αθήνα: Ελληνικά Γράμματα.
- Τσιάκαλος, Γ. (2000). Οδηγός Αντιρατσιστικής Εκπαίδευσης. Θεσσαλονίκη: Επίκεντρο.
- Λαμπριανίδης, Λ., & Λυμπεράκη, Αντ. (2001). Αλβανοί μετανάστες στη Θεσσαλονίκη. Διαδρομές ευημερίας και παραδρομές δημόσιας εικόνας. Αθήνα: Παρατηρητής.
- Κάτσικας, Χρήστος, & Πολίτου, Εύα. (2005). Εκτός «Τάξης» το «Διαφορετικό»; Τσιγγάνοι, Μειονοτικοί, Παλιννοστούντες και Αλλοδαποί στην Ελληνική Εκπαίδευση. Αθήνα: Gutenberg.
- Μαυρίδης, Μπ. (2007). Κυρίαρχος Λόγος και Κοινωνικός Αποκλεισμός. Τα πεδία της Πολιτικής, της Επιστήμης και της Εκπαίδευσης. Θεσσαλονίκη: Βάνιας.
- Oliver, Michael. (2009). Αναπηρία και Πολιτική. Θεσσαλονίκη: Επίκεντρο.
- Foucault, M. (2011) (μτφρ.: Τ. Μπέτζελος). Επιτήρηση και τιμωρία. Η γέννηση της φυλακής. Αθήνα: Πλέθρον.
- Τουρτούρας, Χρ. (2012). (β' έκδοση). Σχολική αποτυχία και αποκλεισμός. Η περίπτωση των παιδιών από την πρώην Σοβιετική Ένωση. Θεσσαλονίκη: Επίκεντρο.
- Παληκίδης, Άγ. (Επιμ.) (2013) (α' έκδ.). Κριτικές προσεγγίσεις του ναζιστικού φαινομένου. Από την ιστοριογραφία και την πολιτική θεωρία στη σχολική ιστορική μάθηση. Θεσσαλονίκη: Επίκεντρο.
- Κυρίδης, Αργ. (Επιμ.) (2014). Ευπαθείς κοινωνικές ομάδες και διά βίου μάθηση. Αθήνα: Gutenberg.
- Melzer, R., & Serafin, S. (Επιμ.) (2014) (μτφρ.: Ελ. Παπαδάκη). Ο δεξιός εξτρεμισμός στην Ευρώπη. Αναλύσεις χωρών, αντίπαλες στρατηγικές, προσπάθειες εξόδου προς την αγορά εργασίας. Αθήνα: Πόλις.
- Τσιάκαλος, Γ. (2015). Για τη ναζιστική ακροδεξιά και την πολιτική καθημερινότητα στην εποχή της κρίσης. Θεσσαλονίκη: Επίκεντρο.
- Winkler, A. H. (2015) (ανατύπωση) (μτφρ.: Άντζη Σαλαμπάση). Βαϊμάρη. Η ανάπηρη δημοκρατία 1918-1933. Αθήνα: Πόλις.
- Ελευθεράκης, Γ. Θ., & Οικονομίδης, Δ. Β. (Επιμ.) (2018) (α' έκδ.). Παιδαγωγική και Κοινωνιολογία της Δημοκρατίας & των Ανθρώπινων Δικαιωμάτων. Αθήνα: Διάδραση.

## ΕΠΜ117 CRITICALLY REFLECTIVE LEARNING AND TEACHING ADULTS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 117	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	CRITICALLY REFLECTIVE LEARNING AND TEACHING ADULTS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core /Competence development		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK (Instruction, Examination)		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<ul style="list-style-type: none"> <li>e-Study Guide: <a href="https://qa.auth.gr/el/class/1/600161354">https://qa.auth.gr/el/class/1/600161354</a></li> <li>eLearning (Moodle): <a href="https://elearning.auth.gr/course/view.php?id=12726">https://elearning.auth.gr/course/view.php?id=12726</a></li> </ul>		

## LEARNING OUTCOMES

**Learning outcomes**

After the completion of the course, students should be able to have a better understanding of the contemporary teaching and learning approaches and processes related to adult learning and the role of the adult educator in it and will delve into the theory and methodology of critically reflective adult learning. At the same time, they will practice the critical reflective process which will be used both during and at the end of each lesson. Particularly they will:

- Select and support modern teaching methods, techniques, and teaching and learning tools in adult education as well as in the education of adult educators in the light of a critical transformative perspective.
- Adopt the principles of critically reflective adult learning, utilize group dynamics and process and be able to apply these to different learning contexts and different social groups/organizations.

Choose, design and apply the appropriate method and techniques for developing critically reflective transformative learning.

**General competences**

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Adapt to new situations
- Make decisions
- Work autonomously

- Work in teams
- Design and manage projects
- Respect natural environment
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical

**COURSE CONTENT/SYLLABUS**

The course will present basic adult learning theories, principles and characteristics, motivations and barriers to adult learning, exploration of educational and training needs, contemporary teaching approaches and the role of the adult educator. It will emphasize in the contemporary theories and techniques of adult teaching and learning, and it will delve in the theory of critically reflective learning of Stephen Brookfield. In addition, emphasis will be given to the adult group dynamics and to the role of communication in it. Issues related to power relations within and outside the group, as well as to the opportunities and limits of group evolution and transformation will be highlighted. Finally, the dimensions of adult education and support for vulnerable social groups and the modern forms of adult education and learning will be discussed, as well as alternatives ways of evaluating teaching and learning process.

**Keywords**

critically reflective education and learning adults, transformative and emancipating learning, group dynamics, design and development of projects

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• Use of ICT in Course Teaching</li> </ul> Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures, presentations, reflection	40
	Workshop and laboratory exercises	40
	Independent literature study	20
	Individual and group activities and exercises	20
	Written assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Description</b></p> <p>The assessment will be both formative and summative. The formative will take place throughout the course with short answer tests, individual and group exercises (up to 5 people) reading assignments and micro-teachings. The micro-teachings are conducted in front of the group and then the students are reflecting upon their design, implementation and evaluation process as well as their contribution to promoting</p>	



	<p>critical reflection and dialectical thinking (30% of the final score). The summative evaluation will be based on a) their portfolio with the individual and group exercises (30% of the final grade) and b) the final group assignment including the design, development and implementation of teaching activities and techniques in the context of a program (40% of the final grade) (70% of the final grade).</p> <p><b>Student Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Written Exam with Short Answer Questions (Formative)</li> <li>• Written Exam with Extended Answer Questions (Summative)</li> <li>• Written Exam with Problem Solving (Formative, Summative)</li> <li>• Oral examination Performance / Staging (Formative)</li> </ul>
--	--

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**

- Γιώτη, Λ. (2024). *Το έργο του Stephen Brookfield. Θεωρία και πρακτική της κριτικά στοχαστικής μάθησης*. Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων.
- Καραλής, Θ., & Παπαγεωργίου Η. (2012). *Σχεδιασμός, υλοποίηση και αξιολόγηση προγραμμάτων διά βίου εκπαίδευσης*. Ινστιτούτο Εργασίας ΓΣΕΕ. (ISBN: 978960957113-5).  
[https://www.inegsee.gr/wpcontent/uploads/2014/02/ekpaideutiko\\_yliko.pdf](https://www.inegsee.gr/wpcontent/uploads/2014/02/ekpaideutiko_yliko.pdf).
- Κοντάκος, Α. & Γκόβαρης, Χ. (2006). *Θεωρίες και Μοντέλα Εκπαίδευσης Ενηλίκων*. Αθήνα: Ινστιτούτο Διαρκούς Εκπαίδευσης Ενηλίκων-ΙΔΕΚΕ, ΓΓΕΕ, ΥΠΕΠΘ.  
<http://hdl.handle.net/10795/778> ή  
[http://reader.ekt.gr/bookReader/show/index.php?lib=EDULLL&item=778&bitstream=778\\_01#page/1/mode/1up](http://reader.ekt.gr/bookReader/show/index.php?lib=EDULLL&item=778&bitstream=778_01#page/1/mode/1up).
- Τσιμπουκλή, Α. & Φίλλιπς, Ν. (2008). *Εκπαίδευση εκπαιδευτών ενηλίκων*. Αθήνα: Ινστιτούτο Διαρκούς Εκπαίδευσης Ενηλίκων-ΙΔΕΚΕ, ΓΓΕΕ, ΥΠΕΠΘ.  
<https://blogs.sch.gr/kkiourtsis/files/2011/05/ekpaideysi-ekpaideytwnen%CE%B9likwn-2008.pdf>

**Additional bibliography**

- Bourdieu, P., & Passeron, J.C. (1990). *Reproduction in Education, Society and Culture*. Sage Publications (2nd edition).
- Boud, D., Keogh, R., Walker, D. (2002). *Reflection: Turning experience into learning*. Kogan Page.
- Brookfield, S. D. (2013). *Powerful techniques for teaching adults*. John Wiley & Sons.
- Brookfield, S. (2009). The concept of critical reflection: promises and contradictions. *European Journal of Social Work*, 12(3), 293-304.  
<http://www.tandfonline.com/doi/abs/10.1080/13691450902945215>.
- Brookfield, S.D. (2001). *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. Open University Press (2nd edition).

- Dirkx, J. M. (Ed.) (2008). *Adult learning and the emotional self*. New Directions for Adult and Continuing Education. Jossey-Bass.
- Freire, P. & Macedo, D. (2005). *Reading the Word & the World*. Taylor & Francis e-library. [https://issuu.com/ahuramida/docs/paulo\\_freire\\_-\\_literacy\\_reading\\_the](https://issuu.com/ahuramida/docs/paulo_freire_-_literacy_reading_the).
- Garrison, D. R. (1992). *Critical thinking and self-directed learning in adult education: An analysis of responsibility and control issues*. *Adult Education Quarterly*, 42(3), 136-148.
- Giroux, H. (2010). *Teachers as transformative intellectuals*. *Kaleidoscope: Contemporary and classic readings in education*, 35-40.
- Jarvis, P. (1995). *Learning and Change*. In S. B. Merriam (ed.), *Selected Writings on Philosophy and Adult Education* (pp. 109-123). Krieger Publishing Co.
- Mezirow J. & Associates, (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress*. JosseyBass Publishers.
- Rogers, C. (1983). *The Process of the Encounter Group*. In M. Tight (ed.), *Education for Adults* (pp. 203-211). Croom Helm.
  
- Αβούρης, Ν. Καραγιαννίδης, Χ. & Κόμης, Β. (επιμ.) (2008). *Συνεργατική Τεχνολογία, Συστήματα και Μοντέλα Συνεργασίας για Εργασία, Μάθηση, Κοινότητες Πρακτικής και Δημιουργία Γνώσης*. Εκδ. Κλειδάριθμος.
- Βαλάκας, Γ. (2006). *Εκπαιδευτικά μέσα και εκπαιδευτικός χώρος*. Στο Α. Κόκκος, *Εκπαιδευτικό υλικό του προγράμματος εκπαίδευσης εκπαιδευτών*, τόμ III, (σσ. 9-50). ΕΚΕΠΙΣ.
- Βεργίδης, Δ. & Καραλής Θ. (2008). *Σχεδιασμός, Οργάνωση και Αξιολόγηση Προγραμμάτων*, Τόμος Γ΄. ΕΑΠ.
- Γούλας, Χ. (2008). *Εισαγωγή στην εκπαίδευση ενηλίκων και βασικές διδακτικές τεχνικές*. ΙΝΕ-ΓΣΕΕ.
- Courau, S. (2000). *Τα βασικά «εργαλεία» του εκπαιδευτή ενηλίκων*. Μεταίχιμο.
- Jarvis, P. (2004). *Συνεχιζόμενη εκπαίδευση και κατάρτιση: θεωρία και πράξη*, (μτφρ. Α. Μανιάτη). Μεταίχιμο
- Freire, P. (2006). *Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν*. Επίκεντρο.
- Freire & Shor, (2011). *Απελευθερωτική Παιδαγωγική. Διάλογοι για τη μετασχηματιστική εκπαίδευση*. (επιμ. Α. Κόκκος, μτφρ. Γ. Κουλαουζίδης). Μεταίχιμο.
- Κεδράκα, Κ. (χχ). *Η Μικροδιδασκαλία, Εργαλείο του Μελλοντικού Εκπαιδευτή*. <https://docplayer.gr/49910034-l-mikrodidaskalia-ergaleio-toymellontikoy-ekpaideyti.html>.
- Κόκκος, Α., (2017). *Εκπαίδευση και Χειραφέτηση. Μετασχηματίζοντας στερεοτυπικές αντιλήψεις στο σχολείο και την εκπαίδευση ενηλίκων*. Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων.
- Κόκκος, Α., Γκιάστας, Ι., Γιαννακοπούλου, Ε., Βαλάκας, Ι., Βαϊκούση, Δ., Τσιμπουκλή, Α, (2008). *Εκπαιδευτικές Μέθοδοι – Ομάδα Εκπαιδευόμενων*, Τόμος Δ΄. ΕΑΠ.
- Κόκκος, Α. (2009). *Μετασχηματίζουσα μάθηση μέσα από την Αισθητική Εμπειρία*. [http://www.adulteduc.gr/images/mm\\_aisthitektiki\\_empeiria.pdf](http://www.adulteduc.gr/images/mm_aisthitektiki_empeiria.pdf).
- Κόκκος, Α., Μέγα, Γ. (2007). *Κριτικός Στοχασμός και Τέχνη στην Εκπαίδευση*. *Εκπαίδευση Ενηλίκων*, 12, 16-21.
- Πουλόπουλος, Χ. & Τσιμπουκλή, Α. (2016). *Δυναμική των ομάδων και αλλαγή στους οργανισμούς*. Τόπος.
- Ράικου, Ν., Καραλής, Θ., Βαϊκούση, Δ., Τσιμπουκλή, Ά., Κουτούζης, Μ., Κωσταρά, Ε., Σηφάκης, Ν., Κορδία, Σ., Μέγα, Γ., Παυλάκης, Μ., Λιντζέρης, Π., Κουλαουζίδης, Γ.

(2019). Διευρύνοντας τη θεωρία μετασχηματισμού. Η συμβολή δέκα σημαντικών στοχαστών. (Επιμ. Α. Κόκκος). Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων.

- Mezirow, J. (2007). Η Μετασχηματίζουσα Μάθηση. Μεταίχμιο.
- Rogers, A. (2002). Η Εκπαίδευση Ενηλίκων, (μτφρ. Μ. Κ. Παπαδοπούλου, Μ. Τόμπρου). Αθήνα: Μεταίχμιο.
- Φρέιρε, Π. (1977α). Η Αγωγή του καταπιεζόμενου. (μτφρ. Γ. Κρητικός). Ράππα.

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ-119	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	TEACHERS: MISSION, ROLE, AND OCCUPATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Background, scientific area and skills development		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=6234">https://elearning.auth.gr/course/view.php?id=6234</a>		

## LEARNING OUTCOMES

## Learning outcomes

The purpose of the course is for students to build up a more complete image/perception or to reconstruct the already existing one of teacher and his/her work. The course examines theoretical approaches and empirical researches on the role and profession of the teacher, and even offers a critical view about abilities, skills, values and key factors that influence teacher's work.

Upon completion of the course, students will:

1. Know the subject of pedagogical science (aims, streams of ideas)
3. Know the role, identity and profession of teacher
4. Know the main factors influencing the teacher and his/her work
5. Reconstruct their own experiential perception of teacher
6. Synthesize a comprehensive and correct understanding of the teacher and his/her work
7. Develop as future teachers a critical consciousness and responsibility for their work

## General competences

Searching, analyzing and synthesizing data and information using the necessary technologies  
 Adapting to new situations  
 Decision-making  
 Autonomous work  
 Teamwork  
 Respect for diversity and multiculturalism  
 Demonstrate professional and ethical responsibility and gender sensitivity  
 Exercise of criticism and self-criticism  
 Promotion of free creative and deductive thinking

## COURSE CONTENT/SYLLABUS

The course presents and analyses both theoretically and empirically (through the processing of relevant research) the following topics:

1. The subject of Pedagogy: Aims and basic streams of Ideas
2. The role, identity and profession of teacher
3. The role and profession of teacher.
4. Teacher training and working conditions
5. The culture of school
6. The teacher as intellectual
7. The Teacher as researcher and the Action Research
8. Paulo Freire's positions on teacher qualifications.
9. The profile of the teacher in the contemporary school from the point of view of students
10. The pedagogical relationship between teacher and students in the work of Antonio Gramsci and Paulo Freire

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in lectures Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Study books and articles	30
	Examinations	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>The assessment language is Greek. The assessment is formative (during lectures and the analysis of texts, articles, abstracts etc. being studied or discussed) and summative (based on subjects of the written examination in an exam period). The summative assessment is based on subjects that are:</p> <ol style="list-style-type: none"> <li>1. Problem solving or</li> <li>2. Open questions leading to an essay-type answers</li> </ol> <p>The grading criteria of the summative assessment are: The accuracy of terms, logical consistency, correctness and completeness of theoretical commentary either in a problem solving or in answering of an open question. The answer to both types of subjects is based on issues, problems, positions and perspectives raised in the lectures and students have approached the above both theoretically and through the study of texts, articles, research papers in the lectures.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Βιβλιογραφία μαθήματος Εύδοξος:**

Freire, P. (2009). *Δέκα Επιστολές προς Αυτούς που Τολμούν να Διδάσκουν*, 2η έκδ. Θεσσαλονίκη: Επίκεντρο.

**Επιπρόσθετη βιβλιογραφία για μελέτη:**

Καθήκοντα και αρμοδιότητες των εκπαιδευτικών-διδασκόντων» (Καθηκοντολόγιο εκπαιδευτικών άρθρο 38 βάσει παρ. 8, αρθρ. 13 και άρθρ. 55 Ν. 1566/85)

Altrichter, H., Posch, P. & Somekh, B. (2001). *Οι Εκπαιδευτικοί Ερευνούν το Έργο τους. Μια Εισαγωγή στις Μεθόδους της Έρευνας Δράσης*. Αθήνα: Μεταίχμιο.

Βάσσος, Μ., Γεωργίου, Β., Τομαράς, Ν. & Τζιγκού, Ε. (1996). Προτάσεις για τη δημιουργία ενός νέου προφίλ του εκπαιδευτικού. *Εκπαιδευτική κοινότητα*, τχ. 40, σσ. 18-20.

Giroux, H. (2004). *Οι εκπαιδευτικοί ως διανοούμενοι της αλλαγής*. Ρωγμές εν τάξει, τχ. 15, σσ. 61-64.

Giroux, H. (2024). *Για την Κριτική παιδαγωγική*. Αθήνα: Gutenberg.

Giroux, H. & Aronowitz, S. (2010). Η Διδασκαλία και ο Ρόλος του Αναμορφωτή Διανοούμενου. Στο Π. Γούναρη & Γ. Γρόλλιος (επιμ.) *Κριτική Παιδαγωγική*. Αθήνα: Gutenberg.

Γκότοβος, Α. (1985). Εκπαιδευτική πράξη και αυτοαντίληψη του εκπαιδευτικού, στο βιβλίο *Παιδαγωγική Αλληλεπίδραση*. Αθήνα: Σύγχρονη Εκπαίδευση.

Day, C. (2003). *Η Εξέλιξη των Εκπαιδευτικών*. Αθήνα: τυπωθήτω – Γιώργος Δαρδανός.

Κοσσυβάκη, Φ. (2003). *Ο ρόλος του εκπαιδευτικού στο μετανεωτερικό σχολείο: Προσδοκίες, προοπτικές, όρια*. Αθήνα: Gutenberg.

Λιάμπας, Τ. (2017). Η Εκπαιδευτική Έρευνα Δράσης Στο Α. Αϊδίνης (Επιμ.), Bryan, A. *Μεθοδολογία Έρευνας στις Κοινωνικές Επιστήμες*. Αθήνα: Gutenberg.

McBeath, J. (2001). Ο καλός δάσκαλος, από το βιβλίο *Η αυτοαξιολόγηση στο σχολείο. Ουτοπία και πράξη*. Αθήνα: Ελληνικά Γράμματα.

Merieu, P. (2021). *Παιδαγωγική: Από τους Κοινούς τόπους στις Έννοιες-κλειδιά*. Αθήνα: Εύμαρος.

Ματσαγγούρας, Η. (1999). Η κουλτούρα της σχολικής μονάδας ως ρυθμιστικός παράγοντας αποτυχίας και αποκλεισμού. Στο Χ. Κωνσταντίνου και Γ. Πλειός (επιμ.) *Σχολική Αποτυχία και Κοινωνικός Αποκλεισμός*. Αθήνα: Ελληνικά Γράμματα.

Μαυρογιώργος, Γ. (1992). Μύθοι για τη διδασκαλία, από το βιβλίο *Εκπαιδευτικοί και διδασκαλία*. Αθήνα: Σύγχρονη Εκπαίδευση.

Μυλωνάς, Θ. (1993). Αλλαγές του ρόλου του εκπαιδευτικού στην Ελλάδα (1840-1990). *Σύγχρονη εκπαίδευση*, τχ. 68, σσ. 29-37.

Neave, G. (2001). *Οι Εκπαιδευτικοί. Προοπτικές για το Εκπαιδευτικό Επάγγελμα στην Ευρώπη*. Αθήνα: Μεταίχιμο.

Patton, Q. (2021). *Η Παιδαγωγική της αξιολόγησης*. Αθήνα: ΙΝΕ ΓΣΕΕ.

Πρωτονοτάριου, Σ. και Χαραβιτσιδής, Π. (2008). '132ο Δημοτικό σχολείο Αθηνών: προσπάθειες για την εκπαίδευση και την ένταξη όλων των παιδιών στο σχολείο'. Στο Τζέλα Βαρνάβα-Σκούρα (επιμ.), *Παιδαγωγικές δράσεις και Διδακτικές προσεγγίσεις σε Πολυπολιτισμικό Περιβάλλον*. Αθήνα: Ντουντούμης.

Φρειδερίκου, Α. και Φολερού – Τσερούλη, Φ. (1991). *Οι δάσκαλοι του Δημοτικού Σχολείου*. Αθήνα: Ύψιλον.

Freire, P. (2022). *Παιδαγωγική της αυτονομίας*. Αθήνα: Διάδραση.

Freire, P. (2022). *Παιδαγωγική της ελπίδας*. Αθήνα: Διάδραση.

Φρέιρε, Π. (1977). *Αγωγή του καταπιεζόμενου*. Αθήνα: Ράππας.

Vittoria, P. (2023). *Πάουλο Φρέιρε Η Αφήγηση. Προς μια παιδαγωγική του διαλόγου*, Θεσσαλονίκη: Επίκεντρο.

Φρυδάκη, Ε. (2015). *Η επαγγελματική ταυτότητα του εκπαιδευτικού και το μέλλον της διδασκαλίας*. Αθήνα: Κριτική

**Ακόμη, τα άρθρα, κείμενα/αποσπάσματα βιβλίων που είναι αναρτημένα στην ιστοσελίδα e-learning του μαθήματος**

<https://elearning.auth.gr/course/view.php?id=6234>

**TITLE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ120	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	SCHOOL FAILURE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Book Slide presentations Video lectures Multimedia	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=5681">https://elearning.auth.gr/course/view.php?id=5681</a>		

**LEARNING OUTCOMES****Learning outcomes**

Male and female students should:

- be able to understand the phenomenon of school failure
- be able to conceive the complexity of school failure
- know factors that contribute to the production and reproduction of school failure
- able to seek solutions
- develop the ability for critical examination of educational issues in general
- be theoretically prepared for their future career as schoolteachers

**General competences**

Apply knowledge in practice  
Adapt to new situations  
Make decisions  
Appreciate diversity and multiculturalism  
Demonstrate social, professional and ethical commitment and sensitivity to gender issues  
Be critical and self-critical  
Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

This course examines the phenomenon of school failure. Definitions of its various historical dimensions are also being provided. The discussion is enriched by similar phenomena and situations, as of illiteracy and under-education. Individual indexes are analyzed -like dropping-out, low school performance, stagnation-as they are considered the main causes of school failure. At the same time, more factors are demonstrated and commented on, as they form the situation and the simultaneous process of school failure, and it is mentioned in the bibliography. For example, there is a number of them that refer to the whole operation and organization of the school, teachers, as well as the importance of the relation between school and society. Furthermore, there are family characteristics that have been analyzed (such as the socio-economic and educational level or the cultural capital of it) while they seem to



contribute to the appearance or the avoidance of the school failure as well. Additional concerning factors are gender, age of initial school entrance and grade of placement, pre-school educational experience, country of origin, frequency of movements from school to school, and mother tongue. Greek and international representative researches, as well as the most discussed theories internationally about school failure, are also analyzed, always on the basis of further speculation about the political economy of education. Finally, school failure is investigated through all the levels of the educational system (elementary, secondary - Technical and General- and tertiary education). The main task is the complexity of the school failure phenomenon to emerge.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face instruction	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students Use of ICT in Student Assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	70
	Reading Assignments	30
	Written Assignments	50
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students' assessment is realized through written exams at the end of the semester. In this framework, the students are called to answer certain questions referred to a specific text which is delivered during the examination procedure. Their arguments should be based on the basic knowledge and the pedagogical principles that have been discussed extensively during the lectures and are included in the main textbook that is distributed. The real level of knowledge acquisition regarding the main principles of the Science of Sociology of Education is detected, as well as the critical ability to use it as a means of argumentation on school failure subjects. In parallel, sterile memorization and a mechanistic reproduction of a big mass of crude information are avoided.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Fischer, L. (2006). Κοινωνιολογία του σχολείου. Αθήνα: Μεταίχμιο.
- Blackledge, D., & Hunt, B. (1995). Κοινωνιολογία της εκπαίδευσης. Αθήνα: Έκφραση.
- Βεργίδης, Κ. Δ. (1995). Υποεκπαίδευση. Κοινωνικές, Πολιτικές και Πολιτισμικές διαστάσεις. Αθήνα: ύψιλον/βιβλία.
- Charlot, Bernard (2004). Το σχολείο αλλάζει. Κρίση του Σχολείου και κοινωνικοί μετασχηματισμοί. Αθήνα: Εκδοτικός Όμιλος Συγγραφέων Καθηγητών.
- Κυρίδης, Αργ. (2011). Εκπαιδευτική Ανισότητα. Θεσσαλονίκη: Αφοί Κυριακίδη Α.Ε.
- Willis P. (2012) (Επιμ.: Γ. Πεχτελίδης). Μαθαίνοντας να δουλεύεις. Πώς τα παιδιά εργατικής προέλευσης επιλέγουν δουλειές της εργατικής τάξης. Αθήνα: Gutenberg.

- Κυρίτσης, Δ. (2016). Εκπαιδευτικές ανισότητες & κοινωνική δικαιοσύνη. Μια μελέτη των ερευνητικών δεδομένων για τη μαθησιακή συμπεριφορά και επίδοση των μαθητών. Αθήνα: Gutenberg.
- Θάνος, Β. Θ. (2012). Εκπαίδευση και Κοινωνική Αναπαραγωγή στη μεταπολεμική Ελλάδα (1950-2010). Ο ρόλος της Ανώτατης Εκπαίδευσης. Θεσσαλονίκη: Αφοί Κυριακίδη Α.Ε.
- Θάνος, Β. Θ. (Επιμέλεια) (2015). Η Κοινωνιολογία της Εκπαίδευσης στην Ελλάδα. Ερευνών απάνθισμα. Αθήνα: Gutenberg.
- Φραγκουδάκη, Άν. (1985). Κοινωνιολογία της εκπαίδευσης. Θεωρίες για την κοινωνική ανισότητα στο σχολείο. Αθήνα: Παπαζήση.
- Ballantine, H. J. & Hammack, M. Fl. (2015). Κοινωνιολογία της Εκπαίδευσης. Μια συστηματική ανάλυση. Θεσσαλονίκη: Επίκεντρο.

**QUALITATIVE DATA ANALYSIS****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ 121	<b>SEMESTER</b>	ΣΤ
<b>COURSE TITLE</b>	QUALITATIVE DATA ANALYSIS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	OPTIONAL		
<b>PREREQUISITE COURSES/CLASSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>			

**LEARNING OUTCOMES****Learning outcomes**

Upon completion of the course, participants will be able to:

- distinguish the various epistemological traditions of qualitative research
- be able to identify the different approaches to the analysis of qualitative data
- be able to analyze material collected using qualitative methods
- to present the findings of the analysis

**General competences**

- Putting knowledge into practice
- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Group work
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promotion of free, creative and deductive thinking

**COURSE CONTENT/SYLLABUS**

The aim of the course is to introduce students to the various epistemological traditions that run through qualitative research in the social sciences. Emphasis will be placed on the basic approaches of hermeneutics and critical realism. The majority of the traditions will focus on qualitative data analysis procedures. Special reference will be made to the analysis of data collected through all versions of interviewing (semi-structured, structured and unstructured) and by searching archival materials. The qualitative data analyses that will be discussed are thematic analysis, vignette building and biographical methods of analysis. Special reference will also be made to versions of the systematic literature review (scoping review, thematic synthesis)

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	IN PERSON		
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Communication with Students		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>	

	Lectures	30
	Reading articles	10
	Assignment	20
	homework	77
	Group-based activities in class	10
	Final exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Students will be graded through written assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Glaser, B. G., & Strauss, A. S. (1967). The discovery of grounded theory: Strategies for qualitative research. New Brunswick, NJ: Aldine Transaction

Christodoulou, M. (2023). Theory use comes first. A methodological framework for the articulation of research questions in qualitative research. *Metodologia. For and Against Method*, V(B)

The four C's model of Thematic Analysis. A Critical Realist perspective, *Journal of Critical Realism*, 23:1, 33-52 DOI:10.1080/14767430.2023.2256109

Christodoulou, M. (2022). Grounded Theory from start to finish. Applying substantive theorizing to educational research, *International Research in Education*, 10(2): 1-22

Miles, B. M. and Huberman, A. M. (1994). *Qualitative data analysis. An expanded sourcebook*. 2nd ed. Sage

Miles, B. M, Huberman, A. M, Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook*. Arizona State University

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ123	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	INTERNATIONAL EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10994">https://elearning.auth.gr/course/view.php?id=10994</a>		

**LEARNING OUTCOMES****Learning outcomes**

Upon successful completion of this course, the students will be able to:

1. Explain the epistemology of International Education.
2. Recognise the role of different education providers (e.g. supranational organizations, multinational companies, NGOs) under the perspective of international educational governance.
3. Analyse critically the professionalism of teachers from the viewpoint of International Education.
4. Discuss critically the necessity of International Education in order to interpret educational processes in a globalised world.

**General competences**

Adapt to new situations  
 Make decisions  
 Work autonomously  
 Work in teams  
 Work in an international context  
 Generate new research ideas  
 Appreciate diversity and multiculturality  
 Be critical and self-critical  
 Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

The course explores the educational initiatives that various stakeholders develop internationally. At the same time, it aims to approach critically the international trends in several fields of education. The course structure is the following:

- International Education as a scientific discipline
- International Organizations and educational actions
- Global Education Industry: multinational companies, NGOs and charities
- Professionalism of teachers and international prospects

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of ICT in course teaching, in communication with students and in student assessment	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Fieldwork	24
	Reading assignment	45
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>The instructor presents the criteria, the types and the techniques of the student assessment during the first lecture. Evaluation is formative and conclusive.</p> <p>Regarding the formative evaluation: Students have to discuss critically issues on comparative education. The instructor announces the topics of the discussions during the lectures and digitally on the course's website (platform: elearning.auth.gr).</p> <p>Regarding the conclusive evaluation: Students have to take a written exam at the end of the course. This final exam offers students the opportunity for a holistic overview of the course. It is expected that students will be able to analyze critically issues they have studied within the course. This final exam is an open book exam. Students have to solve a problem or to answer to open questions. The answers should be distinguished by logical coherence, scientific consistency and accuracy.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course bibliogrphahy (Eudoxus)**

Ζμας, Α. (2007). *Παγκοσμιοποίηση και εκπαιδευτική πολιτική*. Αθήνα: Μεταίχμιο.

**Additional bibliography for study**

In Greek

Νικολακάκη, Μ. (επιμ.) (2004). *Παγκοσμιοποίηση, Τεχνολογία και Παιδεία στη Νέα Κοσμόπολη*. Αθήνα: Ατραπός.

Πασιάς, Γ. (2006). *Ευρωπαϊκή Ένωση και Εκπαίδευση. Θεσμικός Λόγος και Εκπαιδευτική Πολιτική (1950-1999). Τόμος Α΄*. Αθήνα: Gutenberg.

Πασιάς, Γ. (2006). *Ευρωπαϊκή Ένωση και Εκπαίδευση. Η Στρατηγική της Λισσαβόνας. Εκπαιδευτικός Λόγος και Πολιτικές (2000-2006). Τόμος Β΄*. Αθήνα: Gutenberg.

Σταμέλος, Γ. & Βασιλόπουλος, Α. (2004). *Ευρωπαϊκή Εκπαιδευτική Πολιτική. Συγκρότηση - Θεματολογία - Μεθοδολογία υλοποίησης - Επιδράσεις στην ελληνική εκπαίδευση και κατάρτιση*. Αθήνα: Μεταίχμιο.

Τσαούσης, Δ. (2007). *Η εκπαιδευτική πολιτική των Διεθνών Οργανισμών. Παγκόσμιες και ευρωπαϊκές διαστάσεις*. Αθήνα: Gutenberg.

In English

Bickmore, K., Hayhoe, R., Manion, C., Mundy, K. & Read, R. (Ed.) (2017<sup>2</sup>). *Comparative and International Education. Issues for Teachers*. Toronto: Canadian Scholars.

- Epstein, E. (Ed.) (2016). *Crafting a Global Field. Six Decades of the Comparative and International Education Society*. Hong Kong: Springer.
- Hayden, M., Levy, J. & Thompson, J. (Ed.) (2015<sup>2</sup>). *The SAGE Handbook of Research in International Education*. London: Sage.
- McGrath & G. Qing (Ed.) (2017). *Routledge Handbook of International Education and Development*. London & New York: Routledge.
- Robertson, S., Mundy, K., Verger, A. & Menashy, F. (Ed.) (2012). *Public Private Partnerships in Education. New Actors and Modes of Governance in a Globalizing World*. Cheltenham: Edward Elgar.
- Seddon, T. & Levin, J. S. (Ed.) (2013). *Educators, Professionalism and Politics: Global Transitions, National Spaces and Professional Projects*. London & New York: Routledge.
- Verger, A., Lubienski, C. & Steiner-Khamsi, G. (Ed.) (2017). *World Yearbook of Education 2016. The Global Education Industry*. London & New York: Routledge.
- Verger, A., Novelli, A. & Altinyelken, H. K. (Ed.) (2012). *Global Education Policy and International Development. New Agendas, Issues and Policies*. London & New York: Bloomsbury.

**ΕΠΜ124 VISUAL ARTS AS A MEANS OF MULTIMODAL READING INSIDE AND OUTSIDE THE MUSEUM**
**ΕΠΜ124**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ124	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	VISUAL ARTS AS A MEANS OF MULTIMODAL READING INSIDE AND OUTSIDE THE MUSEUM		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Knowledge Deepening / Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>	none		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek & English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12065">https://elearning.auth.gr/course/view.php?id=12065</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• become familiar with the concept of visual literacy, with an emphasis on artworks, and will practice the search and interpretation of features and symbols that lead to multimodal reading</li> <li>• learn to enjoy works of art not only from an aesthetic point of view</li> <li>• Engage in collaborative projects, fostering a sense of unity and shared learning, using ICT to interpret literary texts and historical events through works of art</li> <li>• understand the power of art as a tool for multimodal reading of various texts and fields of knowledge</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously and in teams</li> <li>• Generate new research ideas</li> <li>• Appreciate diversity and multiculturalism</li> <li>• Respect natural environment</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>• Advance free, creative and causative thinking</li> <li>• Become sensitive to the visual, tactile and spatial world</li> <li>• Artistic production and communication in different media</li> <li>• Cultivate emotional learning and empathy</li> <li>• Critical thinking</li> <li>• Respond and interpret</li> <li>• Interdisciplinary education</li> </ul>



### COURSE CONTENT/SYLLABUS

The aim of the course, following the well-known saying: a picture is worth a thousand words, is to familiarise students with the broad concept of 'image' and the multidimensional power of works of art and cultural artefacts, as well as to explore various ways of using them -in and outside the museum- in reading and interpreting either other subjects of the curriculum or the phenomena of life.

Main thematic axes:

- The arts (with an emphasis on the visual arts) as an open picture book that tells several "stories" simultaneously: of the creator, of the illustrated, of their time and of the creator's time, of their status and their society, of the world and our culture.
- Visual Literacy: Characteristics, Symbols and Methods of Interpretation
- Issues of Aesthetics and Meaning: The role of images in textbooks and children's books
- Interdisciplinary examples: Art and the teaching of literature and history
- Multimodal reading through the arts

### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	In course and laboratory teaching, in communication with students and in student assessment.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	44
	Reading/ study of multimodal material	30
	Seminars	20
	Artistic practices	16
	Project	15
	Written essay	25
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment/test: 70% Project & Artistic labs: 30%	

### SUGGESTED READING LIST/ BIBLIOGRAPHY

**Bibliography (Evdoxos)**

Berger, J., (2022). *Η Εικόνα και το Βλέμμα*. Μεταίχμιο  
 Kress, G. Van Leeuwen, T. (2010). *Η Ανάγνωση των Εικόνων: Η Γραμματική του Οπτικού Σχεδιασμού*, Επίκεντρο. ISBN: 978-960-458-266-2, Κωδικός Βιβλίου στον Εύδοξο: 58637  
 Σβαλίσκου, Χ. (2011). *Η ερμηνεία της Εικόνας ως σημείου της Οπτικής Επικοινωνίας*. University Studio Press.

**Suggested books and articles (offered on platform):**

- Αγγελάτος Δ., Γαραντούδης Ε., (2013). *Η λογοτεχνία και οι τέχνες της εικόνας, Ζωγραφική και κινηματογράφος*. Αθήνα: Καλλιγράφος, σελ. 177.
- Γρόσδος, Σ. & Ντάγιου, Ε. 2003. *Γλώσσα και τέχνη. Γλωσσικές δραστηριότητες για το Δημοτικό Σχολείο σύμφωνα με τη λειτουργική χρήση της γλώσσας*. Θεσσαλονίκη: Πανεπιστήμιο Μακεδονίας.
- Ιωαννίδου, Μ. (2018). «Μια εικόνα ισούται με χίλιες λέξεις. Χίλιες λέξεις ισούνται με μια εικόνα; Ο ρόλος των Μουσείων Λογοτεχνίας και Τέχνης στην ενδυνάμωση ή

στην αποδυνάμωση της λογοτεχνικής ανάγνωσης». Στο Αποστολίδου, Β., Κόκορης, Δ., Μπακογιάννης, Μ.Γ., Χοντολίδου, Ε. (επιμ.). *Λογοτεχνική ανάγνωση στο σχολείο και στην κοινωνία*. Αθήνα: Gutenberg. (σσ.591-602).

- Μουζακιώτου, Σ. (2017). Η σημειολογία της εικόνας στην Τέχνη και την Εκπαίδευση. Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση, 9, 196-206.
- Σέμογλου, Ο. (2001). "Γλώσσα της εικόνας και εκπαίδευση". Στο Α. Φ. Χρηστίδης, (επιμ.), *Εγκυκλοπαιδικός οδηγός για τη γλώσσα*, 270-274. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.
- Σιγάλας, Γ. (2003). "Η αισθητική διάσταση του σχολικού βιβλίου". *Μέντωρ*, 6, 88-104.
- Barthes, R. (1977). *Rhetoric of the image*. New York: Hill & Wang.
- Burgin V., (1982). *Photographic Practice and Art Theory*, in V. Burgin (ed.), *Thinking Photography*, London: MacMillan, σ. 81.
- Kress G. & van Leeuwen Th., (1996), *Reading Images: The Grammar of Visual Design*. U.S.A.: Routledge, σ. 17.
- Willats J., (1997). *Art and Representation*, Princeton University Press.
- Yenawine P., (1997). *Thoughts on Visual Literacy*. *Visual Understanding in Education*. [http://www.vtshome.org/system/resources/0000/0005/Thoughts\\_Visual\\_Literacy.pdf](http://www.vtshome.org/system/resources/0000/0005/Thoughts_Visual_Literacy.pdf)
- Newfield, D. (2011). From visual literacy to critical visual literacy: An analysis of educational materials. *English Teaching: Practice and Critique*, 10, 81-94. <https://files.eric.ed.gov/fulltext/EJ935564.pdf>.

**ΕΠΜ125 ADULT EDUCATION: THE FORMATION OF THE FIELD IN GREECE, THE EUROPEAN UNION AND INTERNATIONALLY**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ125	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	ADULT EDUCATION: THE FORMATION OF THE FIELD IN GREECE, THE EUROPEAN UNION AND INTERNATIONALLY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK (Instruction, Examination)		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<ul style="list-style-type: none"> <li>e-Study Guide <a href="https://qa.auth.gr/en/class/1/600161355">https://qa.auth.gr/en/class/1/600161355</a></li> <li>eLearning (Moodle): <a href="https://elearning.auth.gr/course/view.php?id=12722">https://elearning.auth.gr/course/view.php?id=12722</a></li> </ul>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>After completion of the course, students should be able to have a better understanding and the ability to critically analyze the formation of adult education as a social, ideological, pedagogical and state practice internationally with emphasis in the developed capitalist countries and Greece. In particular, they will</p> <ul style="list-style-type: none"> <li>critically interpret the development of the field of adult education as constituting the dynamic interaction of the broader economic, political and social processes and associations in the historical context of each era.</li> <li>compare and correlate the interaction between international institutions and policies, movements and pedagogical practices in the development and evolution of adult education as an academic and professional field in Greece.</li> <li>question and be encouraged to identify the contradictions between declared political and institutional functions, as well as between pedagogical theories and practices at state, European and international level.</li> <li>assess the effects of the changes on both the content and uses of the term adult education, as well as other identical and / or related terms, on the other, in the context of pedagogical theories and practices in the field.</li> </ul> <p>cultivate the capacity for critical reflection and dialectical thinking.</p>
<b>General competences</b>
<ul style="list-style-type: none"> <li>Apply knowledge in practice</li> <li>Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>Adapt to new situations</li> <li>Make decisions</li> </ul>

- Work autonomously
- Work in teams
- Work in an interdisciplinary team
- Generate new research ideas
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

The course examines the historical evolution of the formation of the field of adult education from the postwar period to today as a social, ideological, pedagogical and state practice internationally with an emphasis on developed capitalist countries and Greece. The study of adult education in Greece is directly linked to its international development and evolution and is in each period constituted by the dynamic interaction of the broader economic, political and social processes and associations. There are four thematic units corresponding to equal historical study periods: 1) Postwar period to regime change period, 2) Regime change period and accession to the EEC to 1991, 3) The Maastricht Treaty 1992 to 2000 and 4) The Treaty of Lisbon 2000 until today. Each unit provides an overview of the most important socio-political events and developments that shape and define the policies, institutions and formation of adult education as an academic and professional field and as a driving force for social movements. The effects of these changes on the content and use of the concept (and other identical and/or related concepts) as well as on the co-formulation of pedagogical theories and practices in the field are also studied.

**Keywords**

Adult education, lifelong learning and education policies, continuing professional education, theory and practice in adult education, European policies International organizations and adult education institutions, neoliberal ideology, social movements, political emancipation, critical and transformative adult learning

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• Use of ICT in Course Teaching</li> <li>• Use of ICT in Communication with Students</li> </ul>	
<b>COURSE ORGANIZATION</b>	<i>Activity</i>	<i>Workload (hours)</i>
	Lectures	70
	Seminars	45
	Reading Assigment	30
	Written assignments	5
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p><b>Description</b></p> <p>The assessment will be both formative and summative. The formative will take place throughout the course with short answer tests, individual and group exercises. It will be based on the organization, quality and originality of the assertions and questions as well as their contribution to promoting critical reflection and dialectical thinking. The summative evaluation will be carried out by a written final examination which includes questions of judgment (decision, comparison and evaluation).</p> <p><b>Student Assessment methods</b></p>	

	<ul style="list-style-type: none"> <li>• Written Exam with Short Answer Questions (Formative)</li> <li>• Written Exam with Extended Answer Questions (Summative)</li> <li>• Written Exam with Problem Solving (Formative, Summative)</li> <li>• Performance / Staging (Formative)</li> </ul>
--	--

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**

Γιώτη Λ. (2019). Η Διαμόρφωση του Πεδίου της Εκπαίδευσης Ενηλίκων. Πολιτικές, Παιδαγωγικές Θεωρίες και Πρακτικές. Εκδ. Γρηγόρη. Κωδικός Ευδόξου: 77116979

**Additional bibliography for study**

Brookfield, S. (2012). Critical Theory and Transformative Learning. In E.W. Taylor & P. Cranton (eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 131-146). John Wiley & Sons.

Brookfield, S. (2009). The concept of critical reflection: promises and contradictions. *European Journal of Social Work*, 12(3), 293-304.

<http://www.tandfonline.com/doi/abs/10.1080/13691450902945215>.

Brookfield, S. (1993). Self-directed learning, political clarity, and the critical practice of adult education. *Adult Education Quarterly*, 43(4), 227-242.

Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning: Adult education for a just world*. John Wiley & Sons.

Casey, C. (2012). Lifelong Learning: Innovation, Policy and Institutions. In D. N. Aspin, J. D. Chapman, K. Evans & R. Bagnall (eds.), *Second international handbook of lifelong learning* (pp. 321-335). Springer Science & Business Media.

Cox, W. R. (1999). Civil Society at the Turn of the Millenium: Prospects for an Alternative World Order. *Review of International Studies*, 25(1), 3-28. <http://socialeconomyaz.org/wp-content/uploads/2011/01/Cox-civil-society-at-the-millennium.pdf>.

Karalis, T. & Vergidis, D. (2004). Lifelong education in Greece: recent developments and current trends. *International Journal of Lifelong Education*, 23(2), 179-89.

Knoll, J. (2014). The History of the UNESCO International Conferences on Adult Education – From Helsingör (1949) to Hamburg (1997): international education policy through people and programmes. In *Adult Education in Retrospective: 60 Years of CONFINTEA* (pp. 13-28). UNESCO. <http://icae.global/en/2017/10/adult-education-in-retrospective-book-about-60-years-of-confintea/>.

Livingstone, W. D. (2012). Lifelong Learning and Life-Wide Work in Precarious Times: Reversing Policy-Making Optics. In D. N. Aspin, J. D. Chapman, K. Evans & R. Bagnall (eds.), *Second international handbook of lifelong learning* (pp. 269-286). Springer Science & Business Media.

McLaren, P. (1995). *Critical Pedagogy and Predatory Culture*. Routledge.

Mezirow J. & Associates, (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Jossey-Bass Publishers.

Milana, M. & Holford, J. (eds.), (2014). *Adult Education Policy and the European Union*. Sense Publishers, ESREA.

Milana, M., & Nesbit, T. (eds.) (2015). *Global Perspectives on Adult Education and Learning Policy*. Palgrave Macmillan.

Murphy, M. (1997). *Capital, class and adult education: the international political economy of lifelong learning in the European Union*. Northern Illinois University.

- Tuijnman, A., & Boström, A. K. (2002). Changing notions of lifelong education and lifelong learning. *International Review of Education*, 48(1-2), 93-110.
- Welton, M. R. (Ed.). (1995). *In defense of the lifeworld: Critical perspectives on adult learning*. SUNY Press.
- Βεργίδης, Δ. (2014). Δια βίου μάθηση και εκπαιδευτικές ανισότητες. Στο Α. Κυρίδης, (επιμ.), *Ευπαθείς κοινωνικές ομάδες και δια βίου μάθηση* (σσ. 121-150). Gutenberg.
- Βεργίδης Δ. & Κόκκος Α. (επιμ.), (2010). Εκπαίδευση ενηλίκων. Διεθνείς προσεγγίσεις και ελληνικές διαδρομές (σσ. 17-42). Μεταίχμιο.
- Γρόλλιος, Γ. (1999). *Ιδεολογία, Παιδαγωγική και Εκπαιδευτική Πολιτική. Λόγος και Πράξη των Ευρωπαϊκών Προγραμμάτων για την Εκπαίδευση*. Gutenberg.
- Γρόλλιος, Γ. & Γούναρη, Π. (2016). *Απελευθερωτική και Κριτική Παιδαγωγική στην Ελλάδα*. Gutenberg.
- Καραλής, Θ., (2008). Εκπαίδευση Ενηλίκων και δια βίου μάθηση: Απόπειρα χαρτογράφησης των ερευνητικών τάσεων. *Εκπαίδευση Ενηλίκων*, 14, 24-29.
- Λιντζέρης, Π. (2013). *Εκπαίδευση, δια βίου μάθηση, πιστοποίηση προσόντων*. ΙΜΕ-ΓΣΕΒΕΕ.
- Φρέιρε, Π. (1977β). Πολιτιστική Δράση για την Κατάκτηση της Ελευθερίας.(μτφρ. Σ. Τσάμης). Καστανιώτης.

## TITLE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ-127	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	CRITICAL PEDAGOGY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Specific background / trunk		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=18600">https://elearning.auth.gr/course/view.php?id=18600</a>		

## LEARNING OUTCOMES

## Learning outcomes

Upon successful completion of the course students will a) understand the historical and social conditions of the birth and development of critical pedagogy b) know the basic theoretical characteristics of critical pedagogy, c) know basic aspects of the theoretical work of its founders

## General competences

Search, analysis and synthesis of data and information, using the necessary technologies.  
Independent work  
Respect for diversity and multiculturalism  
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues  
Exercise of critical and self-critical thinking  
Promoting free, creative and deductive thinking

## COURSE CONTENT/SYLLABUS

Critical pedagogy as a stream of theoretical thought and pedagogical practice was born in the USA in the 1980s. Understanding it is a complex undertaking that involves:

- a) The analysis of the social, political and ideological conditions of its birth and development. Given that Critical pedagogy since its birth in the USA has been confronted with a neoliberal-neoconservative enduring attack in which the school and the educational process are being dismantled at an accelerating pace through the dominant educational policies of resource cuts, as well as through the reactionary changes imposed on pedagogical relations and their culture. This is the socio-political juncture in which the forces of private capital, dominating the economic, social, cultural, political, scientific and technological sectors, are attempting to restructure public education. They are downgrading it from a public and social good, gradually transforming it into a private good and turning it into a commodity. Critical pedagogy, committed to the struggle for socio-political transformation, attempts not only to resist these policies, but also to transform school and society.
- b) The study of its characteristics, such as: i) its social and educational perspective of justice and equality ii) the political dimension of education iii) the struggle to change

the conditions of reality that cause people to suffer iv) the obstruction of the mechanisms of social and educational categorization and hierarchy that affect linguistically, socially and economically marginalized student populations v) the importance of productive subjects vi) teachers as researchers of their students vii) social change and the development/cultivation of critical consciousness viii) the struggle for the marginalised, the disposable and those without a voice ix) critique of positivism x) critical vigilance for the normative and regulatory role of science xi) the importance of understanding the complexity of the social context xii) resistance to any power that aims to dominate and exploit people.

- c) The study and analysis of important texts of its pioneering founders: Henry Giroux, Stanley Aronowitz, Peter Mc Laren & Paulo Freire

#### TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in lectures Use of ICT in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	90
	Seminars	15
	Study and analysis of literature	35
	Examinations	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>The assessment language is Greek.</p> <p>The assessment is formative (during lectures and the analysis of texts, articles, abstracts etc. being studied or discussed) and summative (based on subjects of the written examination in semester's exam period).</p> <p>The summative assessment is based on subjects that are:</p> <ol style="list-style-type: none"> <li>1. Problem solving or</li> <li>2. Open questions leading to an essay-type answers</li> <li>3. Short essays (4.000 words)</li> </ol> <p>The grading criteria of the summative assessment are: The accuracy of terms, logical consistency, correctness and completeness of theoretical commentary either in a problem solving or in answering of an open question. The answer to both types of subjects is based on issues, problems, positions and perspectives raised in the lectures and students have approached the above both theoretically and through the study of texts, articles, research papers in the lectures.</p>	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

**Βιβλιογραφία μαθήματος Εύδοξος:**

Giroux, H. (2024) *Για την Κριτική παιδαγωγική*, Αθήνα: Gutenberg.

**Επιπρόσθετη βιβλιογραφία για μελέτη:**



- Γούναρη, Π.& Γρόλλιος, Γ. (επιμ.) (2010) *Κριτική Παιδαγωγική*, Αθήνα: Gutenberg.
- Γούναρη, Π. & Γρόλλιος, Γ. (2016) *Απελευθερωτική και Κριτική Παιδαγωγική στην Ελλάδα. Ιστορικές διαδρομές και προοπτική*, Αθήνα: Gutenberg.
- Mc Laren, P. & Farahmandpur, R. (2013) *Για μια παιδαγωγική της αντίστασης. Διδάσκοντας ενάντια στον παγκόσμιο καπιταλισμό και τον νέο ιμπεριαλισμό*, Αθήνα: Τόπος.
- Νικολακάκη, Μ. (επιμ.) (2011) *Η Κριτική παιδαγωγική στο νέο μεσαίωνα*, Αθήνα: Εκδόσεις Ι. Σιδέρης
- Ράσης, Σ. (1988) Η Θεωρία της αντίστασης στην εκπαίδευση. *Σύγχρονη Εκπαίδευση*, τχ 40, σς. 52-63.
- Freire, P. (2022) *Παιδαγωγική της αυτονομίας*. Αθήνα: Διάδραση.
- Freire, P. (2022) *Παιδαγωγική της ελπίδας*. Αθήνα: Διάδραση.
- Φρέιρε, Π. (1977) *Αγωγή του καταπιεζόμενου*. Αθήνα: Ράππας.
- Vittoria, P. (2023). *Πάουλο Φρέιρε Η Αφήγηση. Προς μια παιδαγωγική του διαλόγου*, Θεσσαλονίκη: Επίκεντρο.

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ128	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	MUSIC PEDAGOGY III: INTRODUCTION TO MUSIC TEACHING METHODS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>		<b>ECTS</b>
	3		5
<b>COURSE CATEGORY</b>	Elective/Specific Foundation/Skills Development		
<b>PREREQUISITE COURSES/CLASSES</b>	As a prerequisite -in order to be able to attend the course- students must already have the following basic knowledge and skills: A) Music theory and musical concepts, B) Musical praxis: perform in melodic and percussion instruments, as well as singing. The above might have been obtained by attending music classes previously, either outside the university studies or university subjects in Music Pedagogy from the Department's Program of Studies in previous semesters, and/or relevant classes from other departments. C) Have to have access to a melodic instrument to practice (i.e. metallophone).		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=10634">https://elearning.auth.gr/course/view.php?id=10634</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Upon successful completion of the course students should:</p> <ul style="list-style-type: none"> <li>• Be able to use techniques and tools from the most important music teaching methods, after having studied in theory and praxis a wide range of music teaching methods.</li> <li>• Also, they will be able to perform and sing many songs that they can use in their work by using specific tools from different methods.</li> <li>• Furthermore, they will be able to develop techniques that are necessary -through working in groups- to orchestrate songs with a big variety of instruments (mostly Orff instruments) together with their students.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Make decisions</li> <li>• Adapt to new situations</li> <li>• Work autonomously and work in teams</li> <li>• Work in an interdisciplinary team</li> <li>• Design and manage projects</li> <li>• Appreciate diversity and multiculturality</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>• Be critical and self-critical</li> </ul>

- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

Overview and study of a wide range of methods of teaching music, with an emphasis in the characteristics and teaching tools of the C. Orff, E. J. Dalcroze, and Z. Kodály teaching approaches. Analytically the tools that the teacher is using by working with the above methods, overview, embedding and using them in praxis. Study of the Music Curriculum for Primary Schools. Lesson plans and teaching scenarios in combination with studying and presenting to the class activities and lessons from the official music textbooks focusing on the ones that elements of the above teaching methods are present. In the practical-workshop part of the course, children's songs of different difficulty levels are taught as well as orchestrations of children's songs mostly by using the Orff approach (using a variety of instruments, as well as the help of teaching and orchestrating tools as: Ostinato, Bordun, Sound Gestures etc.). The important connection of music and movement as it is presented in the Orff and Dalcroze approaches and practicing in singing and solfège, using especially techniques from the Kodály method. Building a various repertoire of orchestrated songs.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory Work	7
	Reading Assignment	10
	Artistic Workshop	20
	Artistic creation	5
	Exams	10
	Working in Groups	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<ul style="list-style-type: none"> <li>• Written Exam with Multiple Choice Questions (Summative)</li> <li>• Written Exam with Short Answer Questions (Summative)</li> <li>• Oral Exams (Formative, Summative)</li> <li>• Performance / Staging (Formative, Summative)</li> <li>• Laboratory Assignment (Formative, Summative) • Artistic Performance (Formative, Summative)</li> <li>• Performing in groups</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus):**

Ανδρούτσος, Π. (2012). ΜΟΥΣΙΚΗ ΠΑΙΔΑΓΩΓΙΚΗ - Μέθοδοι Διδασκαλίας της Μουσικής, Παρουσίαση και Κριτική Θεώρηση των Μεθόδων Orff και Dalcroze. Αθήνα: Edition Orpheus. (Κωδικός στον Εύδοξο: 112691597).

**Additional bibliography for study:**

-Δαμιανού- Μαρίνη, Ε. (1998). Βασικές μεθοδολογικές αρχές για την εφαρμογή των Μουσικοπαιδαγωγικών ιδεών του Zoltán Kodály. Μουσική Εκπαίδευση, 3(1), 30-36.  
-Θεοδωρίδης, Ν.(2006). Τραγουδοπαιχνίδια για φίλους μουσικόφιλους 4 ετών και άνω. Θεσσαλονίκη.

- Κοκκίδου, Μ. (2015). Διδακτική της Μουσικής. Αθήνα: Fagotto.
- Μόσχος, Κ., Τουμπακάρη, Ν., Τόμπλερ, Μ. (2009). Μουσικό ανθολόγιο Α΄-ΣΤ΄ Δημοτικού. Αθήνα: ΟΕΔΒ – Παιδαγωγικό Ινστιτούτο.
- Τσαφταρίδης, Ν. (1996). Παραδοσιακά τραγούδια για παιδιά. Αθήνα: Φ. Νάκας.
- Choksy, L., Abramson, R. M., Gillespie, A. E. & Woods, D. (1986). Teaching Music in the Twentieth Century. Englewood Cliffs, New Jersey: Prentice-Hall.
- Wang, C. C. & Springer, D. G. (Eds). (2013). Orff Schulwerk: Reflections and Directions. Chicago: GIA Publications.
- Τα σχολικά εγχειρίδια μουσικής όλων των τάξεων του δημοτικού σχολείου.
  
- Συναφή επιστημονικά περιοδικά: Μουσικοπαιδαγωγικά, Μουσική Εκπαίδευση, Ρυθμοί, International Journal for Music Education.

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ129	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	VISUAL ARTS AND SUSTAINABLE DEVELOPMENT IN EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Knowledge Deepening / Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>	none		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek & English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=13796">https://elearning.auth.gr/course/view.php?id=13796</a> <a href="https://carefull.web.auth.gr/">https://carefull.web.auth.gr/</a>		

**LEARNING OUTCOMES****Learning outcomes**

Using the visual arts as a source of ideas, students will not only engage and develop their knowledge of the visual arts. Still, they will also create values and learn to reflect critically on global issues concerning our sustainable future. More specifically:

§ They will gain a broader overview through art history of the connection between artistic and cultural production and the concept of sustainability. They will also identify works of art made in response to social and environmental issues and artistic movements that espouse sustainability principles.

§ They will understand the role of art in ensuring and promoting respect for cultural diversity.

§ They will see through the works of the visual arts, particularly the importance of the conservation and management of natural resources.

§ They will relate artistic harmony and balance in art to ecological perspectives.

§ They will identify the rights and obligations of active citizenship, linking delinquent behaviours to sustainability in society and the environment (natural resources, recycling, pollution & overconsumption, social and human relations, the school environment, schools and multiculturalism, etc.).

§ They will propose ways to relate participatory democracy to Sustainable Development.

§ They will become aware of concepts, ideas and values related to sustainable development in the school environment and explore ways to elaborate them within the curriculum better.

§ They will review and reflect on the role of the visual arts and their potential as a means to raise awareness and vigilance around issues of democracy and peace, social justice, racism, racial discrimination, poverty alleviation, etc.

§ Students will actively participate in creating art that promotes sustainability and care for the environment and society. They will develop teaching scenarios based on the curriculum, using visual arts as a tool. This practical approach will foster collaborative work as students create groups and engage in exercises to involve young children in building sustainable communities and practices.

**General competences**

- Apply knowledge in practice

- Adapt to new situations
- Make decisions
- Work autonomously and in teams
- Generate new research ideas
- Appreciate diversity and multiculturalism
- Respect natural environment
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Advance free, creative and causative thinking
- Become sensitive to the visual, tactile and spatial world
- Artistic production and communication in different media
- Cultivate emotional learning and empathy
- Critical thinking
- Respond and interpret
- Interdisciplinary education

### **COURSE CONTENT/SYLLABUS**

The concept of sustainability is present in many aspects of our daily lives. We care for the environment, want balanced economic growth, and defend social justice and well-being in many areas. As Sustainable Development is marked as a cultural issue, it leaves us the scope to draw ideas and values from art, which often serves as a means of expressing sustainable development while respecting cultural diversity.

The relationship between sustainability and art goes back several centuries, either through the content of the work or through the technique and rational use of materials. Contemporary artistic practices tend to focus more explicitly on current concerns related to social justice and ecological issues. Most of the goals and key pillars for sustainable development, as listed by UNESCO, are a reference point in the work of artists internationally.

Education, together with society, can mutually contribute to the formation of sustainability-oriented attitudes. Sustainable development understood more as a moral norm than a scientific term, is linked to the value of peace, human rights and the environment. Thus, while presupposing knowledge from science, technology, economics and politics, it proposes changing our relations with others and the natural world. It requires us to recognise the interdependence between humans and the natural environment and to realise that this interdependence means that no social, economic, political or environmental goal can be achieved at the expense of another. As Sustainable Development is marked as a cultural issue, it leaves us the scope to draw ideas and values from art. For example, movements such as Land Art, Environmental Art, and Street Art all project (and are shaped by) the same themes related to sustainable development.

Visual arts education and education through the arts and cultural goods at school should not only adapt to the demands of the times but also lead to critical reflection on the role of art in the social sphere. It is a powerful tool that can awaken consciences and inspire reactions and artistic practices that courageously address concerns about key environmental issues, social injustices, and intercultural understanding.

Furthermore, the enhancement of visual arts education by integrating elements of sustainable development is not just a choice, but a necessity in the modern school. This integration will not only promote creative thinking, critical and systematic thinking, reflection, and the development of skills, attitudes, and values, but also instill a sense of responsibility towards our environment and society.

Main themes:

- \* The concept of sustainability in the long history of the arts

- \* Art and respect for Cultural Diversity
- \* Art and Ecology
- \* Art and Activism
- \* Sustainable and recycled materials in art
- \* Art, Social Justice, Racial discrimination & Gender Equality
- \* Visual Education and sustainable development in school practice: Ways of bridging the two areas, objectives, perspectives and connection with the curriculum.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	In course and laboratory teaching, in communication with students and in student assessment.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	56
	Reading/ study of multimodal material	25
	Practical exercises	6
	Artistic lab	17
	New Technologies lab	6
	Project	15
	Written essay	15
	Artistic work/performance	10
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written personal assignment/test: 30% Project & Artistic labs: 70%	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Bibliography (Evdoxos)**

Ιωαννίδου, Μ. (ed) (2022). *Το άγγιγμα της τέχνης: Προγράμματα εκπαίδευσης εκπαιδευτικών για βιωσιμότητα μέσα από τις εικαστικές τέχνες*. Frederick University, Cyprus.

Χαραλαμπίδης, Α. (2018). *Η τέχνη του 20ού αιώνα*. Θεσσαλονίκη: University Studio Press Α.Ε. [2η έκδοση αναθεωρημένη]

Παπαβασιλείου, Β. (2015). *Αειφόρος Ανάπτυξη και Εκπαίδευση: Το Πολυδιάστατο μιας Σχέσης*. Αθήνα: Κ.Θ.ΜΠΑΜΠΑΛΗΣ ΜΟΝΟΠΡΟΣΩΠΗ Ι.Κ.Ε.

**Suggested books and articles (offered on platform):**

- Ioannidou, M. (ed) (2022). *The touch of art: Teacher training for sustainability through the visual arts*. Frederick University, Cyprus
- Ioannidou, M., Mitakidou, S. (2022). *The multifunctional role of visual journals in the VAE and the ESD*. In Pavlou, V. (ed) (2022). *Enhancing Visual Arts Education with Education for Sustainable Development; A Handbook for Teachers*. Frederick University, Cyprus. ISBN: 978-9925-7866-0-2
- Mitakidou, S., Ioannidou, M. (2022). **CARE ©Regenerate ©Change**. In Pavlou, V. (ed) (2022). *Enhancing Visual Arts Education with Education for Sustainable Development; A Handbook for Teachers*. Frederick University, Cyprus. ISBN: 978-9925-7866-0-2
- Ioannidou, M., Mitakidou, S. (2022). **CARE ©Preserve ©Change**. In Pavlou, V. (ed) (2022). *Enhancing Visual Arts Education with Education for Sustainable*

*Development; A Handbook for Teachers*. Frederick University, Cyprus. ISBN: 978-9925-7866-0-2

- Ioannidou, M., Mitakidou, S. (2022). Art education policies and practices in Greece. In Pavlou, V. (ed) (2022). *What is really happening now? Connecting art education with real life issues*. Frederick University, Cyprus. pp.107-114. ISBN: 978-9925-7866-0-2
- Ioannidou, M., Mitakidou, S. (2022). Aristotle University of Thessaloniki training programme and Artists Templates. Vella, R. (ed) (2022). *Integrating Principles of Education for Sustainable Development into Visual Arts Education in Teacher Education Programmes*. Frederick University, Cyprus. pp. 59-62, 96-125, 174-177. ISBN: ISBN 978-9925-7866-5-7
- Ioannidou, M., Mitakidou, S. (2022). Professional Learning Community, Greece. In Hall, E. (ed) (2022). *Professional Learning Communities in a Project Connecting Primary Art Education with Education for Sustainable Development*. Frederick University, Cyprus
- Ioannidou, M. & Mitakidou, S. (2023). Voicing a sustainable future through VAE: Culture in action. In Vella, R & Pavlou, V. (eds.). *Art, Sustainability and Learning Communities: Call to Action*. Intellect UK
- Mitakidou, S. & Ioannidou, M. (2023). Visual arts for inclusion in diverse school contexts: A kaleidoscope of learning. In Vella, R & Pavlou, V. (eds.). *Art, Sustainability and Learning Communities: Call to Action*. Intellect UK
- Pavlou, V. (ed) (2022). *Enhancing Visual Arts Education with Education for Sustainable Development; A Handbook for Teachers*. Frederick University, Cyprus. ISBN: 978-9925-7866-0-2
- Vella, R. (ed) (2022). *Integrating Principles of Education for Sustainable Development into Visual Arts Education in Teacher Education Programmes*. Frederick University, Cyprus. pp. 59-62, 96-125, 174-177. ISBN: ISBN 978-9925-7866-5-7
- Sacha, Kagan (2011). *Art and Sustainability*. Transcript Verlag, Bielefeld.
- UNECE, (2005). "Strategy for Education for Sustainable Development" adopted at the High-level meeting of Ministers of Environment and Education of UNECE Member States in Vilnius (Lithuania) on 17 March 2005.
- Σκούλλος, Μ.(2009). Η Τέχνη ως «εργαλείο» στην Εκπαίδευση για το Περιβάλλον και την Αειφόρο Ανάπτυξη.1ο ΠΑΝΕΛΛΗΝΙΟ ΔΙΕΠΙΣΤΗΜΟΝΙΚΟ ΣΥΝΕΔΡΙΟ ΤΕΧΝΗΣ & ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
- Keith, Nurse (2006). *Culture as the Fourth Pillar of Sustainable Development*. London



**ΕΠΜ131 INTERDISCIPLINARY, CROSS-CURRICULAR AND INTERCULTURAL  
MUSIC APPLICATIONS IN PRIMARY SCHOOL**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΠΜ131	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	INTERDISCIPLINARY, CROSS-CURRICULAR AND INTERCULTURAL MUSIC APPLICATIONS IN PRIMARY SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Elective/Specific Foundation/Skills Development		
<b>PREREQUISITE COURSES/CLASSES</b>	As a prerequisite -in order to be able to attend the course- students must already have the following basic knowledge and skills: A) Music theory and musical concepts, B) Musical praxis: mainly singing as well as performing in melodic percussion (or other) instruments to accompany the song. The above might have been obtained by attending music classes previously, either outside the university studies or university subjects in Music Pedagogy from the Department's Program of Studies in previous semesters, and/or relevant classes from other Departments. C) Have to have access to a melodic instrument to practice (i.e. metallophone).		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=11000">https://elearning.auth.gr/course/view.php?id=11000</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Upon successful completion of the course students should:</p> <ul style="list-style-type: none"> <li>• Have studied and comprehend the concepts of Interdisciplinarity, Thematic teaching (cross curricular themes) and Interculturalism and their special characteristics within the framework of music education as well as in the general Programs of Studies and in the National Curriculum for music.</li> <li>• Be able to perform and sing songs from many different musical cultures and also be able to include and use interdisciplinary and cross curricular connections through music in their teaching.</li> <li>• Develop the required techniques in order to orchestrate songs from different music cultures, by working in teams, using various instruments from these cultures, while respecting the special cultural and social characteristics of each culture.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> </ul>

- Work in teams
- Work in an international context
- Work in an interdisciplinary team
- Design and manage projects
- Appreciate diversity and multiculturality
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical
- Advance free, creative and causative thinking

**COURSE CONTENT/SYLLABUS**

In the theoretical part of the course, Interdisciplinarity, Thematic teaching (cross curricular themes) and Interculturalism are studied and analyzed and the degree in which they are incorporated and used in the Program of Studies for Music in primary schools is examined. In the practical-workshop part of the course interdisciplinary, cross-curricular and intercultural activities for primary schools are presented and analyzed. Lesson and teaching plans are examined and a big variety of songs, singing-games and singing-dances from different music cultures of the world are taught. In this journey to World Music, special emphasis is given to the orchestrations as well as in examining the cultural framework in which the songs were created. Combined from theory and praxis: Studying the content of the official music textbooks and the songs anthology book for primary schools, students have to choose and present a lesson and its activities, related to interdisciplinary, cross-curricular and/or intercultural music applications. Students (in groups) also have to teach a song to their peer groups within the above framework. Furthermore, they have to individually design in detail a lesson plan for primary school settings that incorporates all the above and teach it to their peers in the university classroom.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of ICT in Course Teaching Use of ICT in Laboratory Teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Artistic creation	5
	Written assignments	10
	Studying Assignment	10
	Exams (oral and written)	20
	Artistic Workshop	15
	Music performance work in groups	12
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<b>Student Assessment methods</b> <ul style="list-style-type: none"> <li>• Written Assignment (Formative)</li> <li>• Written Exams (Summative)</li> <li>• Oral Exams (Summative)</li> <li>• Performance / Staging (Formative, Summative)</li> <li>• Report (Summative)</li> <li>• Laboratory Assignment (Formative, Summative) •</li> <li>Artistic Performance (Formative, Summative)</li> <li>• Working in groups (Formative, Summative)</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus):**

Θεοδωρίδης, Ν. (2018). Τραγουδοχοροί της Γης. Θεσσαλονίκη: COPY CITY I.K.E. ISBN: 978-960-9551-36-6. (Κωδικός Βιβλίου στον Εύδοξο: 77114590).

**Additional bibliography for study:**

- Ανδρούτσος, Π. (1998). Διαπολιτισμική Μουσική Εκπαίδευση. Μουσική Εκπαίδευση/Πρακτικά του 1ου Πανελληνίου Συνεδρίου της Ελληνικής Ένωσης για τη Μουσική Εκπαίδευση, 3, 153-162. Θεσσαλονίκη: Ε.Ε.Μ.Ε.
- Δανοχρήστου – Καΐρη, Μ. (2014). Διαπολιτισμική αγωγή - Θεωρία και πράξη στη διδασκαλία της μουσικής. Αθήνα: Νικολαΐδης Μ. - Edition Orpheus.
- Δημητράκοπούλου, Μ., Τζένου, Μ., Ανδρούτσος, Π. (2009). Διδακτικό πακέτο Μουσικής Β' Γυμνασίου. Βιβλίο Εκπαιδευτικού, Βιβλίο μαθητή, Τετράδιο Εργασιών. Αθήνα: Ο.Ε.Δ.Β.
- Διονυσίου, Ζ. (2007). Ο εκπαιδευτικός της μουσικής σε διαθεματικές δράσεις. Μουσική Εκπαίδευση, 17, 27-45.
- Θεοδωρίδης, Ν. (2019). Διαπολιτισμική μουσική εκπαίδευση και εκπαιδευτικοί: τάσεις, προβλήματα, προτάσεις. Στο Θ. Ράπτης & Δ. Κόνιαρη (Επιμ.), Μουσική Εκπαίδευση και Κοινωνία: νέες προκλήσεις, νέοι προσανατολισμοί. Πρακτικά 8ου Συνεδρίου της Ε.Ε.Μ.Ε. (σσ. 170–181). Θεσσαλονίκη: Ε.Ε.Μ.Ε.
- Θεοδωρίδης, Ν., Ερκέκογλου, Χρ. (2007). Διαθεματικές και δημιουργικές εφαρμογές για «Φίλους Μουζικάντηδες. Μουσική Εκπαίδευση, 17, 59-72.
- Κανακίδου, Ελ., Παπαγιάννη, Β. (1998). Διαπολιτισμική αγωγή. Αθήνα: ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ Α.Ε.
- Καψάλη, Σ. (2009). Μουσική και διαθεματικότητα: Η μουσική στα μη μουσικά σχολικά εγχειρίδια του δημοτικού σχολείου. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Κοκκίδου, Μ. (Επιμ.). (2008). Τέχνη και διαθεματικές εφαρμογές. Αθήνα: Ωρίων.
- Κοκκίδου, Μ. (2007). Πολιτισμική/Διαπολιτισμική Μουσική Εκπαίδευση: Γενική θεώρηση, Τάσεις και Προοπτικές. Πρακτικά 5ου Συνεδρίου της Ελληνικής Ένωσης για τη Μουσική Εκπαίδευση. Μέγαρο Μουσικής Θεσσαλονίκης (σσ. 105-113). Θεσσαλονίκη: Ε.Ε.Μ.Ε.
- Μόσχος, Κ., Τουμπακάρη, Ν., Τόμπλερ, Μ. (2009). Μουσικό ανθολόγιο Α΄-ΣΤ΄ Δημοτικού. Αθήνα: ΟΕΔΒ – Παιδαγωγικό Ινστιτούτο.
- Μυράλης, Γ. (2013). Μουσική εκπαίδευση και Παιδαγωγική των Μουσικών του Κόσμου: Σύγχρονες τάσεις, προβλήματα και προοπτικές. Στο Ξ. Παπαπαναγιώτου (Επιμ.), Ζητήματα Μουσικής Παιδαγωγικής (σσ. 89-110). 2η αναθεωρημένη έκδοση. Θεσσαλονίκη: Ε.Ε.Μ.Ε.
- Τσαφταρίδης, Ν. (1996). Παραδοσιακά τραγούδια για παιδιά. Αθήνα: Φ. Νάκας.
- Χρυσοστόμου Σ. (2005). Η μουσική στην εκπαίδευση – Το Δίλημμα της Διεπιστημονικότητας. Αθήνα: Παπαρηγορίου – Νάκας.
- Χρυσοστόμου Σ. (2008). Η Διαθεματική προσέγγιση στη διδασκαλία της μουσικής. Στο Ζ. Διονυσίου & Σ. Αγγελίδου (Επιμ.), Σχολική Μουσική Εκπαίδευση: Ζητήματα σχεδιασμού, μεθοδολογίας και εφαρμογών (σσ. 31-41). Θεσσαλονίκη: Ελληνική Ένωση για τη Μουσική Εκπαίδευση.
- Campbell-Shehan, P. Williamson, S. & Perron P. (1996). Traditional Songs of Singing Cultures: A world sampler (βιβλίο με CD). ISME (International Society for Music Education). Los Angeles: Warner Bros Publications.
- Campbell-Shehan, P. (1991). Lessons from the World - A Cross-Cultural Guide to Music Teaching and Learning. New York: Schirmer Books.
- Campbell-Shehan, P. & Anderson, M. W. (Eds.), (1989). Multicultural Perspectives in Music Education. Music Educators National Conference: Reston VA.

- Τα σχολικά εγχειρίδια μουσικής όλων των τάξεων του δημοτικού σχολείου.

-Συναφή επιστημονικά περιοδικά: Μουσικοπαιδαγωγικά, Μουσική Εκπαίδευση, Ρυθμοί, International Journal for Music Education.

## 4.4 ΕΠΠΓ

ΕΠΠΓ

ΕΠΠΓ

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	ΕΠΠΓ	SEMESTER	1 <sup>st</sup> & 2 <sup>nd</sup>
COURSE TITLE	Information Literacy, and Academic Essay Writing		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
	3	3	
COURSE CATEGORY			
PREREQUISITE COURSES/CLASSES	-		
LANGUAGE OF INSTRUCTION/ EXAMINATION	Modern Greek / English		
COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE URL	<a href="https://elearning.auth.gr/enrol/index.php?id=6305">https://elearning.auth.gr/enrol/index.php?id=6305</a>		

## LEARNING OUTCOMES

## Learning outcomes

Upon successful completion of this laboratory course, students are expected to:

1. effectively identify and articulate the need for information in a specific context.
2. apply appropriate strategies and tools in order to effectively locate and select information that meets their academic needs.
3. evaluate sources of information and review overall the process of searching & acquiring information.
4. evaluate information & publish it ethically.
5. know the constituent parts of a scientific paper and the stages of writing an academic, bibliographic and research paper.
6. cite the bibliography they use and compile the bibliography (familiarity with bibliographic reference systems).
7. organize the preparation of a research or bibliographic paper and its writing.
8. evaluate the quality (strengths & weaknesses) of academic works (eg theses, articles in scientific journals).

## General competences

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
  - Make decisions
  - Work in teams
  - Be critical and self-critical
- Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

This laboratory course is:

- Mandatory for all students. Attendance is recommended during the first year of

studies, but students from older semesters are also welcome.

- Offered in both academic semesters (winter and spring).
- Evaluated based on overall class participation and the completion of exercises and assignments. There are no final exams, and grading is on a pass/fail system.
- Fully digital through the AUTH e-courses service. This allows students to study at their own pace and at any time.

In the Information Literacy section, students learn to:

1. Clearly define and articulate the purpose and information needed for a scientific paper.
2. Use appropriate sources and tools to locate and select scientific information for their academic needs.
3. Critically evaluate information as students and as citizens.
4. Share information ethically.

In the Academic Essay Writing part, the course covers the following:

- Types of scientific papers
- Structure of scientific papers: constituent parts and their roles
- Literature searching: evaluation, selection, study, and management of materials
- Paper format: technical specifications, text size, and editing
- Organization of bibliographic reviews and practice in composing them
- Bibliographic references and citation systems (e.g., APA, Harvard, MLA)
- Evaluation and critique of scientific papers

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Distance learning</li> </ul>	
<b>USE OF ICT</b>	<ul style="list-style-type: none"> <li>• in Course Teaching</li> <li>• in Laboratory Teaching</li> <li>• in Communication with Students</li> <li>• in Student Assessment</li> </ul>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Seminars	15
	Laboratory Work	40
	Reading Assignment	5
	Written Assignments	30
	<b>Total</b>	90
<b>STUDENT ASSESMENT</b>	<p><b>Student Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Written Exam with Multiple Choice Questions (Formative, Summative)</li> <li>• Written Exam with Short Answer Questions (Formative, Summative)</li> <li>• Written Assignment (Formative, Summative)</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**

Case, D.O. & Given, L.M. (2020). *Αναζητώντας την πληροφορία: επισκόπηση της έρευνας για την αναζήτηση της πληροφορίας, τις ανάγκες πληροφόρησης και την πληροφοριακή συμπεριφορά*. Θεσσαλονίκη: Δίσιγμα.

Σαρρής, Μ. (2023). *Πώς γράφεται μια επιστημονική εργασία. Ένας οδηγός ακαδημαϊκής γραφής*. Εκδόσεις Δίσιγμα.

**Additional bibliography for study**

Βενιανάκη, Α. & Γεωργιάδη, Μ. (2021) *Συγγραφή επιστημονικής εργασίας στις κοινωνικές και ανθρωπιστικές επιστήμες*. Αθήνα: Γ. Δαρδανός - Κ. Δαρδανός Ο.Ε.

Burkhardt, Joanna M. and MacDonald, Mary C. with Andree J. Rathermacher (2010). *Teaching Information Literacy*. 2<sup>nd</sup> ed. Chicago: ALA.

**Online resources**

- Βιβλιοθήκη ΑΤΕΙΘ. *Πρόγραμμα πληροφοριακού γραμματισμού*. <http://orion.lib.teithe.gr/>
- Βιβλιοθήκη και Κέντρο Πληροφόρησης ΑΠΘ. *Οδηγός σύνταξης εργασίας*. [http://www.lib.auth.gr/sites/default/files/docs\\_files/Calculator.pdf](http://www.lib.auth.gr/sites/default/files/docs_files/Calculator.pdf)

**Relevant scientific journals:**

*Journal of Information Literacy* (<http://ojs.lboro.ac.uk/ojs/index.php/JIL/index>)

## 4.5 COURSES FOR MUSLIM STUDENTS

EMM1

## EMM1 - MINORITY EDUCATION HISTORY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EMM1	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	MINORITY EDUCATION HISTORY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Books, Notes, Slide Presentations	3	4	
<b>COURSE CATEGORY</b>	Optional		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600161358/M1/edit">https://qa.auth.gr/en/class/1/600161358/M1/edit</a> <a href="https://elearning.auth.gr/course/view.php?id=7059">https://elearning.auth.gr/course/view.php?id=7059</a>		

## LEARNING OUTCOMES

**Learning outcomes**

The purpose of this course is for those who are involved to gain insight into the history of minority education in Thrace and view its relationship to Greek minority policy, to develop a meaningful understanding of the processes that affect its functions, its decisions, but also its course, to understand the motivations behind its decisions and the critical approach to managing the political, educational, and social problems that teachers have to face in such settings.

**General Competences**

- Apply knowledge in practice
- Retrieve , analyze and synthesize data and information with the use of necessary technologies.
- Adapt new situations
- Work in teams
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Advance free, creative and causative thinking.

## COURSE CONTENT/SYLLABUS

This course focuses on the history of minority education from 1923 until today, as it was shaped under the influence of Greek-Turkish relations, the Greek educational policy for minorities, internal socially developments within the minority in Thrace and in the light of pedagogical concepts era. This course approached the basic problems of minority education as a system that moves between two national movements and two educational systems, the issues raised and the way to address them. Special mention and analysis is made in the reform in minority education after 1997, the characteristics of this effort and its results.



**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of Power Point Use of e-learning for the subject's material Use of e-mail for contact with the students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Courses	39
	Field Exercise	20
	Study and analysis of books and articles	26
	Course Work Writing	35
<b>STUDENT ASSESMENT</b>	The evaluation of students will be a result of answers on particular questions, of critical answers on particular questions. Students will write short essays and a final assignment. Written assignment, Performance, Oral Examination.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- K. Tsioumis (2010), *Fine Balances*, Ant. Stamoulis Publishing, Thessaloniki.
- K. Tsioumis (2007), *The Muslim Minority 1950-1960*, Ed. Ant. Stamoulis, Thessaloniki.
- K. Tsitselikis, D. Christopoulos (1997) eds., *The Minority Phenomenon in Greece*, Kritiki Athens.
- S. Troubeta (2001), *Constructing Identities for the Muslims of Thrace: The Case of the Pomaks and Gypsies*, Kritiki, Athens.
- K. Tsitselikis / L. Baltiotis (2001), *The Minority Education of Thrace*, Sakkoulas, Athens-Komotini.
- K. Tsitselikis (2012), *Islan in Greece*, Leiden-Brill, London.

## EMM2 – TURKISH LANGUAGE I

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	EMM3	SEMESTER	Spring
COURSE TITLE	TURKISH LANGUAGE I		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
Books, Notes, Slide Presentations	3	4	
COURSE CATEGORY			
PREREQUISITE COURSES/CLASSES	No		
LANGUAGE OF INSTRUCTION/ EXAMINATION	Turkish		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE URL	<a href="https://qa.auth.gr/el/class/1/600205338">https://qa.auth.gr/el/class/1/600205338</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The students will:
<ul style="list-style-type: none"> <li>- Understand the characteristics of the target language</li> <li>- Develop reading comprehension capacities and will be able to summarise a text's meaning orally and in writing</li> <li>- Be able to express themselves clearly and accurately.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>- Work autonomously</li> <li>- Work in teams</li> <li>- Work in an interdisciplinary team</li> <li>- Appreciate diversity and multiculturality</li> </ul>

## COURSE CONTENT/SYLLABUS

Vocabulary, Sentence structure and meaning, Paragraphs.
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

MODE OF DELIVERY	Face to Face	
USE OF ICT	Use of ICT in teaching Use of ICT in Communication with Students	
COURSE ORGANIZATION	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Laboratory work	31
	Reading assignment	20
	Written assignment	20
	<b>TOTAL</b>	<b>120</b>
STUDENT ASSESMENT	Written Assignment (Formative, Summative)	

## SUGGESTED READING LIST/ BIBLIOGRAPHY

--

## EMM3 – TURKISH LITERATURE

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	EMM3	SEMESTER	Spring
COURSE TITLE	TURKISH LITERATURE I		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
Books, Notes, Slide Presentations	3	4	
COURSE CATEGORY			
PREREQUISITE COURSES/CLASSES	No		
LANGUAGE OF INSTRUCTION/ EXAMINATION	Turkish		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE URL	<a href="https://qa.auth.gr/el/class/1/600205338">https://qa.auth.gr/el/class/1/600205338</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The students will:
<ul style="list-style-type: none"> <li>- Understand the characteristics of the target language</li> <li>- Develop reading comprehension capacities and will be able to summarise a text's meaning orally and in writing</li> <li>- Be able to express themselves clearly and accurately.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>- Apply knowledge in practice</li> <li>- Work autonomously</li> <li>- Work in teams</li> <li>- Work in an interdisciplinary team</li> <li>- Appreciate diversity and multiculturality</li> </ul>

## COURSE CONTENT/SYLLABUS

Analysis of Turkish literature texts, with the aim to highlight notable Turkish writers.
--

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

MODE OF DELIVERY	Face to Face	
USE OF ICT	Use of ICT in teaching Use of ICT in Communication with Students	
COURSE ORGANIZATION	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Laboratory work	31
	Reading assignment	20
	Written assignment	20
	<b>TOTAL</b>	<b>120</b>
STUDENT ASSESMENT	Written Assignment (Formative, Summative)	

## SUGGESTED READING LIST/ BIBLIOGRAPHY

--

**EMM4 - MINORITY EDUCATIONAL POLICY AND MANAGEMENT OF MULTICULTURALITY IN THRACE**

**EMM4**

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EMM4	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	MINORITY EDUCATIONAL POLICY AND MANAGEMENT OF MULTICULTURALITY IN THRACE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Books, notes, slides presentations	3	4	
<b>COURSE CATEGORY</b>	Optional		
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600161359/M1/edit">https://qa.auth.gr/en/class/1/600161359/M1/edit</a> <a href="https://elearning.auth.gr/course/view.php?id=8368">https://elearning.auth.gr/course/view.php?id=8368</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Participants and participants through the course process:</p> <ul style="list-style-type: none"> <li>• There will be a knowledge base for understanding the functioning of minority education</li> <li>• They understand the importance of history and ethnic controversy in the field and will analyze it.</li> <li>• To get a sense of the history and depth of the problems of minority education</li> <li>• It will be useful to critically address the issues of minority education.</li> <li>• They will understand the importance and the function of a reform in minority education and they 'll be able to criticize it's content.</li> <li>• They 'll get knowledge and develop skills of management of diversity in a minority class.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Apply knowledge in practice</li> <li>• Adapt on new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Work in teams</li> <li>• Work in international context</li> <li>• Work in an interdisciplinary team</li> <li>• Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>• Be critical and self-critical</li> <li>• Advance free creative and causative thinking</li> </ul>

### **COURSE CONTENT/SYLLABUS**

The course examines the basic parameters that determine the management of the minority policy in Thrace and the corresponding educational policy. The role of the state and other key actors in the development of relevant education policy is approached. It discusses the issue of reforms and its relation to the specific field as well as the issue of social justice. There is also an extensive reference to minority education policies around the world, and there is a special mention of reform in minority education over the last 20 years. Finally, there is an approach to concrete practices and approaches to promote the intercultural approach in Thrace.

### **TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of Power Point Use of e-learning for the subject's material Use of e-mail for contact with the students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Reading assignment	30
	Project	15
	Written assignments	36
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	The evaluation of students will be a result of answers on particular questions, of critical answers on particular questions. Students will write short essays and a final assignment.	

### **SUGGESTED READING LIST/ BIBLIOGRAPHY**

Dragona Th./ A.Fragoudaki (2008), Addition and not subtraction, multiplication and not division, Metaichmio, Athens  
 K. Tsioumis (2010), Fine Balances, Stamoulis, Thessaloniki  
 Alkistis, White Cow, Black Cow. Theatrical Art in Education and Interculturalism, Place, Athens 2008.  
 Th. Vakalios (ed.) (1997), The Problem of Intercultural Education in Thrace, Gutenberg, Athens  
 K.Tsitselikis (2012), Islam in Greece, Martinus Nijhof, London.  
 S. Troubeta (2001), Constructing Identities for the Muslims of Thrace: The Case of the Pomaks and Gypsies, Kritiki, Athens.

## EMM8 – TURKISH TEACHING TECHNIQUES

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	EMM8	SEMESTER	Spring
COURSE TITLE	TURKISH TEACHING TECHNIQUES		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
Books, Notes, Slide Presentations	3	4	
COURSE CATEGORY			
PREREQUISITE COURSES/CLASSES	No		
LANGUAGE OF INSTRUCTION/ EXAMINATION	Turkish		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE URL	<a href="https://qa.auth.gr/en/class/1/600205341">https://qa.auth.gr/en/class/1/600205341</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The students will be able to: <ul style="list-style-type: none"> <li>- identify the language proficiency levels of primary school students.</li> <li>- determine the Turkish language issues that primary school students face, depending on their level of proficiency</li> <li>- adjust the teaching of Turkish grammar elements to the level of their target audience.</li> <li>- teach Turkish in a fun and effective way.</li> <li>- identify the special parts of the Turkish culture and teach them according to the level of the target audience.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>- Apply knowledge in practice</li> <li>- Work autonomously</li> <li>- Work in teams</li> <li>- Work in an interdisciplinary team</li> <li>- Appreciate diversity and multiculturalism</li> </ul>

## COURSE CONTENT/SYLLABUS

Vocabulary, Sentence structure and meaning, Paragraphs.
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

MODE OF DELIVERY	Face to Face	
USE OF ICT	Use of ICT in teaching Use of ICT in Communication with Students	
COURSE ORGANIZATION	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Laboratory work	31
	Reading assignment	20
	Written assignment	20
	<b>TOTAL</b>	<b>120</b>
STUDENT ASSESMENT	Written Assignment (Formative, Summative)	

## SUGGESTED READING LIST/ BIBLIOGRAPHY

Dr. Hayati Akyol, Yeni Programa Gre Trke ğretim Yntemleri, Kk Yayıncılık, Ankara, Şubat 2006.  
Dr. Mehmet Sarı, Trk Dili Ders Kitabı, Okutman Yayıncılık, İstanbul, Eylül 2011.

## EMM9 - TURKISH LANGUAGE II

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	EMM9	SEMESTER	Spring
COURSE TITLE	TURKISH LANGUAGE II		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
Books, Notes, Slide Presentations	3	4	
COURSE CATEGORY			
PREREQUISITE COURSES/CLASSES			
LANGUAGE OF INSTRUCTION/ EXAMINATION	Turkish		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE URL	<a href="https://qa.auth.gr/el/class/1/600205342">https://qa.auth.gr/el/class/1/600205342</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The students will: <ul style="list-style-type: none"> <li>- Understand the characteristics of the target language</li> <li>- Develop reading comprehension capacities and will be able to summarise a text's meaning orally and in writing</li> <li>- Be able to express themselves clearly and accurately.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>- Work autonomously</li> <li>- Work in teams</li> <li>- Work in an interdisciplinary team</li> <li>- Appreciate diversity and multiculturality</li> </ul>

## COURSE CONTENT/SYLLABUS

Vocabulary, Sentence structure and meaning, Paragraphs.
---

## TEACHING &amp; LEARNING METHODS/ ACTIVITIES -ASSESSMENT

MODE OF DELIVERY	Face to Face	
USE OF ICT	Use of ICT in teaching Use of ICT in Communication with Students	
COURSE ORGANIZATION	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Laboratory work	31
	Reading assignment	20
	Written assignment	20
	<b>TOTAL</b>	<b>120</b>
STUDENT ASSESMENT	Written Assignment (Formative, Summative)	

## SUGGESTED READING LIST/ BIBLIOGRAPHY

<b>Additional bibliography for study</b> Dr. Mehmet Sarı, Türk Dili Ders Kitabı, Okutman Yayıncılık, İstanbul, Eylül 2011. Dr. Hayrettin Ayaz, Türk Dili Ders Notları, Üniversite Kitabevi, İstanbul, Ocak 2005.
---



**EMM12 – ISLAM AND EDUCATION****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EMM12	<b>SEMESTER</b>	Winter
<b>COURSE TITLE</b>	ISLAM AND EDUCATION I		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Books, Notes, Slide Presentations	3	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>	No		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600200328">https://qa.auth.gr/en/class/1/600200328</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>- Students will be informed on the various and often different approaches of teaching religion and mainly Islam in European and Islamic education systems. They will be able to synthesize their gained knowledge and to invest empirically and practically to the needs of the Greek public school concerning the teaching of Islam.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>- Apply knowledge in practice</li> <li>- Work in teams</li> <li>- Work in an international context</li> <li>- Work in an interdisciplinary team</li> <li>- Appreciate diversity and multiculturality</li> <li>- Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>- Be critical and self-critical</li> <li>- Advance free, creative and causative thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

Islam and Education. Students will be informed on the educational instruments of teaching and approaching the course of Religion at the Greek educational system within the Greek Public Schools, and particularly they will be aware about the teaching of Islam in European and Muslim educational systems and environments.

**TEACHING & LEARNING METHODS/ ACTIVITIES -ASSESSMENT**

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>	Use of ICT in teaching Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39
	Reading assignment	31
	Written assignment	20
	Internship	20
	Exams	10

	TOTAL	120
STUDENT ASSESMENT	<ul style="list-style-type: none"><li>• Written Exam with Multiple Choice Questions (Formative, Summative)</li><li>• Written Exam with Extended Answer Questions (Formative, Summative)</li><li>• Performance / Staging (Formative, Summative)</li></ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Αγγελική Ζιάκα, *Διαπολιτισμική Θρησκευτική Εκπαίδευση και Ισλαμικές Σπουδές. Προκλήσεις και προοπτικές σε Ελλάδα, Ευρώπη, ΗΠΑ*, εκδ. Μαΐστρος, Αθήνα 2016.

## 5. PARALLEL PROGRAMMES

### 5.1 ERASMUS+ PROGRAMME

---



#### A. GENERAL INFORMATION

The School of Primary Education has a strong international dimension and supports actively the Erasmus+ programme, offering opportunities to students and staff through the various mobility programmes (Erasmus +Studies & Traineeships, Erasmus+ International Credit Mobility Programme & Erasmus+ Mundus). The School has currently active 19 bilateral agreements and participates in the various Erasmus+ International agreements of AUTH.

This short report aims to provide specified relevant information about studying at the School of Primary Education as an Erasmus+ incoming student. Further information can be retrieved from the official site of the Department of Education Programmes of Aristotle University of Thessaloniki (AUTH).

<https://eurep.auth.gr/en/students/info>

<https://eurep.auth.gr/en/taxonomy/term/118>

#### B. LEARNING AGREEMENT

Before students fill in their Learning Agreement they are advised to consult the list of available courses for Incoming Erasmus+ students that can be found both in the analytical description of courses in this guide as well as on the School 'site under the rubric Erasmus. In case at the time of planning their studies (usually one semester earlier), the final schedule of subject oriented courses for the coming academic year is not yet fully accessible, students can contact the Academic Advisor /ECTS Coordinator for Incoming Erasmus+ Students, as he/she may be able to send them a provisional copy of the schedule.

If they are interested to explore other Departments of AUTH (Humanities) and more options of studying, they are advised to contact both these Departments as well as the Erasmus Office, in order to be sure about the prerequisites and availabilities of courses.

When finalizing their learning agreement, they need to take into consideration that the School of Primary Education adapts the European Credit Transfer System (ECTS), followed by the majority of European Universities. This system is important for the academic recognition of the courses by the home University. In most cases, each undergraduate course offered by our School amounts to 4 ECTS credits.

It is important to note that most courses offered by the School of Primary Education are currently taught in the Greek language. However, two courses are taught in English and are only open to Erasmus students: CFES-1, Contemporary Conceptions of Literacy and Literacy Practices, usually offered by a team of Faculty members during winter term and CFES-2, Displacement and Emplacement in Education, usually offered by a team of Faculty members during spring term. Each of these courses is credited with 10 ECTS. Incoming Erasmus students should check the availability of these courses well in advance, as the BA Programme varies each academic year.

Furthermore, students have the opportunity to take Modern Greek Language lessons while they are in AUTH and obtain ECTS credits for these courses. For information on how to apply, students can contact The School of Modern Greek Language at Aristotle University of Thessaloniki <http://smg.web.auth.gr/wordpress/?lang=en> or the Erasmus Office [erasmus-incoming@auth.gr](mailto:erasmus-incoming@auth.gr).

As an Erasmus student, it is also possible to study at the School of Primary Education without speaking Greek. In this case, the English language is used for communication through independent study arranged by the tutors of the available courses offered by the School of Primary Education. Before choosing the courses students are warmly advised to contact the relevant faculty members in order to have an in-person description of the course as well as an analysis of its prerequisites.

The approved Learning Agreement stands as a preliminary confirmation from the student's home University that he/she has English language knowledge up to European Language Framework level B2 or higher. Even if he/she has such a certification, students need to consider whether they can operate adequately in the English language in order to fulfil their academic obligations through the Erasmus+ scheme.

In all cases, students are expected to seek advice from the academic advisor of the sending University regarding accreditation of the chosen courses. The Aristotle University of Thessaloniki and the School of Primary Education cannot accept responsibility for accreditation of any of its courses by the home University.

Erasmus students are expected to be informed about the academic calendar, included in this Guide, in order to plan for their arrival in Greece.

### **C. REGISTRATION WEEK AND COMMENCEMENT OF LECTURES**

Registration begins one week before classes start. It is important that students arrive in Greece early that week in order to visit the Mobility Support Office, meet the Academic Advisor for incoming Erasmus+ students of the School of Primary Education and arrange for the courses' registration.

Courses begin usually late September (Winter term) and early February (Spring term). Incoming students are expected to inform the faculty member/tutor in each course about their Erasmus student status from the first week of lessons, in order to receive accurate information on attending classes, special seminars, projects & activities etc.

The University sets a period within which students may add or withdraw from courses. Students should take advantage of this period to change any courses either because they encounter difficulties or due to change of mind about their initial registration decisions. In case they decide to withdraw from a course, students should inform the School of Primary Education and the Mobility Support Office about it and submit the Change of Learning Agreement to be signed by all parties.

The University sets the exams period for each semester. Students are advised to contact their instructors in advance to discuss the details of their final assessment in each course.

### **D. CONTACT INFORMATION**

The School of Primary Education has appointed three Academic Advisors for incoming Erasmus+ students who will be supporting them throughout their studies. They are strongly encouraged to contact them when they start thinking about preparing their learning agreement and upon their arrival in Aristotle University Thessaloniki

*Department of European Educational Programmes* <https://eurep.auth.gr/en>

Administration Building, 1<sup>st</sup> Floor  
University Campus  
Tel: +30 2310995293  
Fax: +30 2310995292  
E-mail: [eurep-dept@auth.gr](mailto:eurep-dept@auth.gr)

#### **Incoming Students**

##### **Erasmus+ Studies:**

Kristina Mantasavili & Konstantina Tolia

E: [erasmus-incoming@auth.gr](mailto:erasmus-incoming@auth.gr)

**Erasmus+ Traineeships:**

Kristina Mantasavili

E: [erasmus-incoming@auth.gr](mailto:erasmus-incoming@auth.gr)

**Erasmus+ International Studies and Traineeships:**

Konstantina Tolia

E: [eurep-projects@auth.gr](mailto:eurep-projects@auth.gr)

**Erasmus Mundus:**

Konstantina Tolia

E: [eurep-projects@auth.gr](mailto:eurep-projects@auth.gr)

**Academic Advisors/ ECTS Coordinators for Erasmus Students, School of Primary Education**

**Erasmus+ Studies**

**Ioannidou Martha**, senior assistant professor. Content area/ Discipline: Art in Education. Office 710, telephone 2310991253, [mioannidou@eled.auth.gr](mailto:mioannidou@eled.auth.gr)

**Erasmus+ Traineeships, Erasmus International**

**Ioannidou Martha**, senior assistant professor. Content area/ Discipline: Art in Education. Office 710, telephone 2310991253, [mioannidou@eled.auth.gr](mailto:mioannidou@eled.auth.gr)

**Kouimtzi Eleni-Maria**, Ε.ΔΙ.Π. Office 705, telephone 2310991211, [ekouimtzi@eled.auth.gr](mailto:ekouimtzi@eled.auth.gr)

**Erasmus Mundus**

**Kouimtzi Eleni-Maria**, Ε.ΔΙ.Π. Office 705, telephone 2310991211, [ekouimtzi@eled.auth.gr](mailto:ekouimtzi@eled.auth.gr)

**E. COURSES AVAILABLE FOR ERASMUS+ INCOMING STUDENTS: 2023-2024**

- For the courses conducted in Greek, you will have to meet with the instructors and discuss the special arrangements (reading list, assessment, essays/projects)
- A list of all courses, with time and class information, will be uploaded on the School's official website before the beginning of each semester.

<b>Courses <u>conducted in Greek</u>- Special arrangements for Erasmus+ students.</b>			
<b>Winter Semester 2024-2025</b>			
<b>Code</b>	<b>Title</b>	<b>ECTS</b>	<b>Instructor</b>
ΥΠΜ5	Methodology of Educational Research	5	Christodoulou
ΥΠΜ7	Environmental Education - Education for Sustainability	5	Malandrakis

**School of Primary Education**

ΥΜΠ10	Anti-racist, Anti-sexist and Intercultural Education	5	Zachos
ΥΜΠ12	Art in Education	5	Ioannidou
ΕΠΜ31	Portrayals of Childhood in Book and Screen	5	Goulis
ΕΠΜ110	Comparative Education	5	Zmas
ΕΠΜ112	ΕΠΜ112 General Pedagogical Knowledge: Classroom Organisation And Management	5	Zachos
ΕΠΜ117	Critical reflective adult learning and teaching	5	Gioti
ΕΠΜ129	Visual Arts and Sustainable Development in Education	5	Ioannidou
ΕΠΠΓ	INFORMATION LITERACY	3	Bougatzeli
ΕΠΞΓ	FOREIGN LANGUAGE [English],	2	Zafeiri

**Courses conducted in Greek- Special arrangements for Erasmus+ students.**

**Spring Semester 2025**

<b>Code</b>	<b>Title</b>	<b>ECTS</b>	<b>Instructor</b>
ΥΠΜ5	Methodology of Educational Research	5	Christodoulou
ΥΠΜ7	Environmental Education - Education for Sustainability	5	Malandrakis
ΥΜΠ10	Anti-racist, Anti-sexist and Intercultural Education	5	Zachos
ΕΠΜ1	Social psychology and education	5	Marvakis
ΕΠΜ24	Contemporary pedagogical movements and ideas	5	Betsas
ΕΠΜ43	Love of Reading, Children's Literature and Creative Writing	5	Goulis
ΕΠΜ62	Experiment and its role in Physics in primary education	5	Gkiolmas
ΕΠΜ63	Digital technologies and educational robotics in Physics Education	5	Gkiolmas
ΕΠΜ103	Intercultural Education for Social Justice	5	Zachos
ΕΠΜ117	Critical reflective adult learning and teaching	5	Gioti
ΕΠΜ123	International Education	5	Zmas
ΕΠΜ124	Visual arts as a means of multimodal reading inside and outside the museum.	5	Ioannidou
ΕΠΜ127	Critical Pedagogy	5	Liambas
ΕΠΜ147	Introduction to the Theory of Culture [Spanish- German]	5	Alexiou
ΕΠΜ150	A historical perspective on citizenship education in Greek schools	5	Betsas
ΕΠΠΓ	INFORMATION LITERACY	3	Bougatzeli
ΕΠΞΓ	FOREIGN LANGUAGE [English]	2	Zafeiri

**Special courses conducted in English for Erasmus+ students.**

Code	Title	ECTS	Instructor
<b>WINTER SEMESTER</b>			
CFES-1	Contemporary Conceptions of Literacy and Literacy Practices	10	team teaching [Course Coordinator Ioannidou]
CFES-3	Contemporary Approaches in History Education	5	Vlachaki
CFES-6	Scientific literacy for the 21st-century citizens.	5	Koulountzos
CFES-7	Teaching about the nature of Science.	5	Seroglou & Koulountzos
<b>SPRING SEMESTER</b>			
CFES-1	Contemporary Conceptions of Literacy and Literacy Practices	10	team teaching [Course Coordinator Ioannidou]
CFES-3	Contemporary Approaches in History Education	5	Vlachaki
CFES-5	Collaborative practices between school and family systems: interdisciplinary and interprofessional applications	5	Kouimtzi
CFES-6	Scientific literacy for the 21st-century citizens.	5	Koulountzos
CFES-7	Teaching about the nature of Science	5	Seroglou & Koulountzos
CFES-8	Preparation and Implementation of teaching scenarios. Integrating theory into practice. Practical Teaching Exercises	5	Markou



### **CFES 1 Contemporary Conceptions of Literacy and Literacy Practices**

#### **General objectives of the course**

This course provides a comprehensive exploration of the contemporary perspectives and practices of literacy across various fields of teaching and learning. It delves into how literacy is perceived, taught, and utilized in different areas of education. Students will explore diverse topics such as second language acquisition, literature and history education, web and digital literacy, and how theatre and the arts can assist in developing and enhancing literacy skills. Through this course, students will gain a deeper understanding of the importance of literacy and how it can contribute to personal and societal growth. This course delves into modern ideas surrounding literacy and how it is applied in different areas of education. These areas include second language acquisition, literature and history education, web and digital literacy, and the significance of theatre and the arts in promoting literacy.

#### **Core subjects and lecturers for 2024-25**

Ioannidou M, Mitakidou Ch., *Critical Literacy and Literary Education*

Ioannidou M., *Development of Literacies in Education through the Arts*

Bougatzeli E., *Digital Literacy*

Goulis, D., *Contemporary Children's Literature*

Kantzou V., *Literacy in a Second Language*

### **CFES3 Contemporary Approaches in History Education**

**Instructor:** Maria Vlachaki, marvl@eled.auth.gr

#### **Course description**

The course aims to approach theoretical issues and methods in history education related to transforming academic historical knowledge into pedagogical knowledge and the development of historical thinking and historical consciousness. Inquiry-based learning and action research are presented as strategies for promoting students' active participation and developing experientially historical skills such as discerning historical concepts of first and second order, analyzing different types of historical sources and aiming to multiperspectivity in historical narrative and reflecting on the interaction among individual and collective memory. Alternative or informal types of history education are presented, such as local history, oral history, digital history, historical learning in museums, historical film literacy, and verbatim and documentary theatre. The course includes lectures, workshops and educational visits to places of historical significance.

### **CFES5 Collaborative practices between school and family systems: interdisciplinary and interprofessional applications**

**Instructor:** Eleni Maria Kouimtzi

#### **Course Description**

This course introduces students to how families and schools work together and cooperate with social and mental health services for children with learning and psychosocial difficulties and mental health problems. Students will explore the systemic approaches to promoting positive outcomes for children's learning and development. They will understand the role and contribution of the collaboration between family and school through. Teaching methods will include a combination of theoretical lectures, practical strategies, case studies and research articles

**CFES8 Preparation and Implementation of teaching scenarios. Integrating theory into practice. Practical Teaching Exercises**

**Instructor:** Dimitra Markou

**Course Description**

This lesson aims to provide students and future teachers with advanced skills in a modern learning environment in which authentic learning is produced. The aim is for students:

- To understand the multifaceted and multilevel nature of teaching in simulation conditions.
- To acknowledge the need to apply modern approaches and innovative teaching practices.
- To develop skills in planning, organising, implementing, and evaluating teaching practice.

Finally, in the context of the laboratory course, the students will be invited:

- To choose a specific course unit and clearly define what they will teach (concepts) and why they will teach it (objectives).
- To select, design and apply modern teaching methods supported with appropriate techniques and means.
- To integrate in the methods that they apply modern evaluation techniques.
- To apply, justify and/or evaluate the specific teaching scenarios in the classroom.

**CFES6 Scientific literacy for 21st-century citizens.**

**Instructor:** Vassilis Koulountzos

**Course Description**

The course presents scientific literacy and current trends that have become increasingly important in the 21st century as scientific advancements and technological innovations continue to shape our world. Critical aspects of scientific literacy relevant to citizens' education that will be discussed during the course are the following:

- i) Understanding the Nature of Science and recognising the strengths and limitations of scientific knowledge to help citizens make informed decisions and differentiate between reliable scientific information and pseudoscience.
- ii) Critical Thinking and Reasoning for enabling citizens to assess the credibility of scientific information, identify biases, and distinguish between correlation and causation.
- iii) Scientific Methodology and Experimentation help citizens to become familiar with the scientific method and understand the steps involved in designing and conducting

experiments, formulating hypotheses, collecting and analysing data, and drawing conclusions.

iv) Understanding Key Scientific Concepts such as the principles of physics, chemistry, biology, earth sciences, space sciences, environmental science and concepts related to health, genetics, climate change, energy, and technology.

v) Ethical Considerations in scientific research and technological development (e.g. genetic engineering, artificial intelligence, and humanities research).

vi) Science Communication and Media Literacy for understanding how scientific information is communicated, evaluating sources of information and making decisions based on scientific evidence.

#### **CFES7 Teaching about the Nature of Science.**

**Instructors:** Fani Seroglou & Vassilis Koulountzos [seroglou@eled.auth.gr](mailto:seroglou@eled.auth.gr) , [bkoul@eled.auth.gr](mailto:bkoul@eled.auth.gr)

#### **Course Description**

The course "Teaching about the nature of science" introduces students to the nature of science issues and the teaching of the nature of science in primary school. Seven aspects of the nature of science are presented in the course:

- a) the nature of the science content
- b) the nature of the science context
- c) the synthetic nature of scientific knowledge as a human product
- d) the nature of the evolution of science and scientific methodologies
- e) the nature of the interactions between science and society
- f) the nature of attitudes developed by science
- g) the nature of values fostered by science

A series of examples from science history and current scientific research trends will be elaborated.

The teaching of the nature of science using a variety of activities (debate, role-play, slow-motion creation), as well as the development of educational material, will also be presented in the course.

“Once again the moment comes to mind when, twenty five years ago, I heard from Erich Fromm, in his house in Guernavaca, his blue eyes flashing: ‘An educational practice like this is a kind of historical-sociocultural and political psychoanalysis’”

Paulo Freire

