

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ETYΠ703	SEMESTER	7th
COURSE TITLE	School Pedagogy		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	The Skills Development Course is intended for all Department students. It is one of the four courses that students do to become competent teachers.		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, In the English language		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1455		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students who successfully complete the course will be able to:

- Show that they understand the fundamental terms, goals, and concepts of the science of education.
- Recognize how each historical period's social, cultural, and economic circumstances relate to the educational institution.
- List the traits of the student-centered and teacher-centered teaching models. Examine the essential elements that make up an inclusive learning environment for every student.
- Recognize the importance of an inclusive and student-centered educational reality.
- Understand the prerequisites for an educational process that offers equal possibilities for learning.

- Use instructional strategies and evaluation methods that promote students' active participation and knowledge development.

General Competences

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

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

(3) SYLLABUS

Through a summary of the objectives, concepts, and content of the educational sciences, this course provides a general introduction to school pedagogy. A historical, social, and cultural perspective on education and educational institutions is the main focus of the course.

Topics covered in the course units include the evolution of educational institutions and ideas in contemporary culture—from the Renaissance to the present—the relationship between schools and the sociocultural environment, and education in its cultural context (enculturation, socialization).

Examined are contemporary teaching strategies, the pedagogical "pair" of educator and student, the question of educational equality, and the assessment and evaluation procedures. Additionally, the course examines important facets of modern education, including interculturality, multiculturalism, and the function of creativity in the educational process. It also discusses the difficulties that schools face in the globalized world of today.

In order to analyze educational viewpoints, pedagogical trends, and school practices throughout history, several course units involve the viewing of educational films and documentaries.

Recommended Weekly Distribution of course Content

Week 1

- Theoretical foundations of the science of education
- The possibilities and limits of education: Social and anthropological dimensions
- Definition of Pedagogical Science – Key pedagogical terms

Week 2

- Historical development of Pedagogical Science
- Pedagogical trends from the early 20th century to the present
- Europe, USA, Greece

Week 3

- The relationship between school and society from the Middle Ages to today
- Sociological approaches to education
- The functions of the school

- Educational tools and means used in schools
- Equal opportunities in education

Week 4

- The development of pedagogical science in Greece
- School and society in the Greek context

Week 5

- The pedagogical “pair”: Teacher–Student
- The student as learner
- Developmentally appropriate curricula

Week 6

- Learning
- How students learn
- Learning styles
- Learning as an active process

Week 7

- Teaching techniques
- Learning theories

Week 8

- The teacher
- Characteristics of effective teachers

Week 9

- Teaching
- Teacher-centered and student-centered teaching models
- Cooperative learning
- The project-based method

Week 10

- Assessment
- Formative assessment
- Summative and comparative assessment

Week 11

- The role of the school in socializing the individual
- The role of the school in value formation

Week 12

- Intercultural education
- Current trends in multiculturalism
- Dimensions of intercultural education

Week 13

- Creativity in education
- The role of Art education in developing students' creative thinking

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using the electronic platform e-class to support the learning process Use of ICT in Teaching, Use of ICT in Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	<i>Lectures</i>	
	<i>study and analysis of bibliography</i>	
	Some teaching units plan to show films and videos about education so that students can talk about their ideas about the subject, changes in the way they teach, and the ways schools work that happen over time.	
	Course total	50
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The completion of the desired learning outcomes is assessed through a written final exam that consists of essay-style questions. Additionally, students have the option to turn in an optional work, which accounts for 20% of their final mark. The e-course platform's theme units set the pertinent evaluation criteria and define the structure for student assessments. Erasmus students are also given the opportunity to take a written test in English.	

(5) ATTACHED BIBLIOGRAPHY

1. University Textbooks:

- Bartlett, S., & Burton, D. (2019). *Introduction to the Educational Sciences*. Athens: Gutenberg – Giorgos & Kostas Dardanos.
- Pyrgiotakis, I. (2015). *Introduction to the Science of Pedagogy*. Athens: Pedio.

2. Indicative Bibliography:

- Angelakos, K. (Ed.). (2010). *Collected Volume: Figures, Ideas and Topics in the Educational Sciences*. Athens: Kedros.
- Benner, D. (2001). *Hauptströmungen der Erziehungswissenschaft: Eine Systematik traditioneller und moderner Theorien* (4th ed.). UTB: Uni-Taschenbücher. Weinheim, Germany: Beltz.
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- Burbules, N. C., & Nathan, R. (2003). "Philosophy of Education: Current Trends." In *Encyclopedia of Education* (2nd ed., Vol. 5, pp. 1880–1885), Ed. J. W. Guthrie. New York: Macmillan.
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- Krivas, S. (2003). *The Science of Pedagogy: Basic Topics*. Athens: Gutenberg – Giorgos & Kostas Dardanos.
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- Matsaggouras, I. (2007). *Theory and Practice of Teaching: Teaching Strategies – Critical Thinking in Didactic Practice*. Athens: Gutenberg.
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- Bouzakis, S. (2016). *Eleftherios Venizelos and Greek Education*. Athens: Gutenberg – Giorgos & Kostas Dardanos.
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- Xochellis, P. (2016). *Introduction to Pedagogy*. Athens: Afoi Kyriakidi.
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- Jackson, P. W. (2011). *What Is Education?* Chicago: University of Chicago Press.
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