



# STUDY GUIDE

SCHOOL OF PRIMARY  
EDUCATION

ACADEMIC YEAR 2023-24

THESSALONIKI  
SEPTEMBER 2023



*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

<b>1. ORGANIZATION AND OPERATION OF THE SCHOOL</b>		
1.1	Departments and Faculty Members	5
1.2	Special teaching fellows, Lab teaching & technical support personnel, Administrative staff	8
1.3	The School Authorities	10
1.4	The Secretariat of the School	11
1.5	Library	11
1.6	Centre for Inclusive Policy	12
1.7	Greek Digital Earth Center of Excellence for the Geographical Education – digital earth	13
1.8	Computer Islet	14
1.9	School Committees	14
<b>2. PROGRAMME OF UNDERGRADUATE STUDIES</b>		
2.1	Learning Outcomes of Study Programme	17
2.2	Structure and Requirements of Study Programme	18
2.3	Teaching Practice (Practicum)	19
2.4	Undergraduate Diploma Thesis	20
2.5	Course registration	20
2.6	Accreditation of courses	21
2.7	Degree grade-classification	22
2.8	Transitional provisions	22
2.9	Calendar of Academic Year 2022-23 - Vacations & National Holidays	26
<b>3. UNDERGRADUATE COURSES PER SEMESTER OF STUDIES</b>		
3.1	List of courses taught in the Academic Year 2023-2024	
<b>4. DETAILED COURSE DESCRIPTIONS</b>		
4.1	Compulsory Practicum courses	38
4.2	Compulsory courses	53
4.3	Compulsory Elective courses with practicum	107
4.4	Elective courses	134
4.5	Skill development courses	276
4.6	Minority Education courses	283
<b>5. PARALLEL PROGRAMMES</b>		
5.1	ERASMUS+ programme	294

## **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*

**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)

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

**Kogidou Dimitra**, professor. Content area/ Discipline: Psychology with emphasis in planning psychosocial interventions. Office 905, telephone 2310991232, [dkogidou@eled.auth.gr](mailto:dkogidou@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)

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

##### **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)

**Tsolakopoulou Chrysoula**, Undergraduate programme & Administrative support of the School, telephone: 2310995048, [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 40092011 (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.

Students can have direct access to its own email address [accessline@educ.auth.gr](mailto:accessline@educ.auth.gr) or/and its telephone number 2310 991295. The Centre is located on the second floor of the Tower building, in the Library of the Faculty of Education, and its opening hours are announced at the beginning of each academic year.

## **1.7 GREEK DIGITAL-EARTH CENTER OF EXCELLENCE FOR THE GEOGRAPHICAL EDUCATION –DIGITALEARTH**

---



It is a research and educational center that aims to promote the teaching of geography at all levels of education, with emphasis on digital geographic data and its utilization through the development of digital geographic educational tools.

The Greek digital-earth Center of Excellence for the Geographical Education was found on 08/6/2012 after the approval of the evaluation committee of the digital-earth.eu Centre of Excellence of the European Program Digital-earth (Comenius Network project). Its foundation was unanimously approved by the Senate of AUTH on 29/8/12. On 5/4/14 the Center became a member of the ICA-OSGeoLabNetwork (International Cartographic Association – Open Source Geospatial Foundation) and of the action GeoforAll. It is an association with members universities around the world specializing in digital cartography. On 29/4/14, the Center was approved as a member of the Center for Interdisciplinary Research and Innovation (KEDEK) of the Aristotle University of Thessaloniki.

The Center has registered offices at the School of Primary Education (AUTH) in 29 Archaeologikou Museum str., Thessaloniki. Founder and responsible for the operation of the Center is Lambrinos Nikos, professor at the School of Primary Education (AUTH).

The Center has created a structure that allows it to grow and develop a diverse activity at the same time. This structure is based on the following Sections This structure is organized in the following departments: Department of Digital Technology, Department of Development and Teaching Applications, Department of Translations, Department of Public Relations and Memberships, Department of Publications and Department of Digital Historic Education. All departments are staffed with teachers, who volunteer to work beyond their working hours.

Concerning its educational contribution, the Center enables students of the School of Primary Education to be trained in digital mapmaking, suitable for educational use, and to exploit the opportunities arising from online cartography and its use in teaching geography and other subjects using maps (e.g. history, religious studies). Furthermore, students have the opportunity to collaborate with the Center for the preparation of their thesis and to publish on the Center's website the digital maps they will build in a fully interactive environment. The Center's website also contains many interactive



maps that they can use in their practical exercises during the last two semesters of their studies.

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.

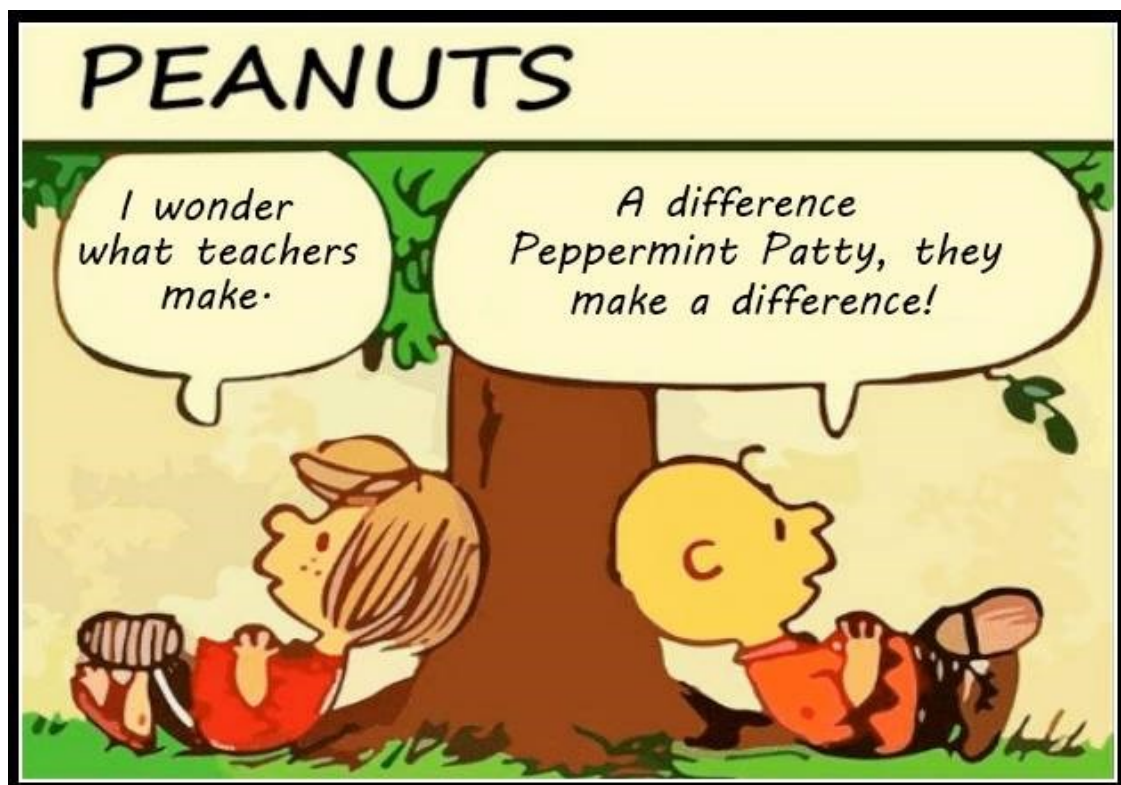
## **1.9 SCHOOL COMMITTEES**

---

- **Internal Evaluation Team [OMEA]**
  - Pavlidis Periklis, professor, Chair of the School
  - Drenoyianni Helen, professor, Vice-Chair of the School (Coordinator)
  - 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**
  - Pavlidis Periklis, professor, Chair of the School
  - Drenoyianni Helen, professor, Vice-Chair of the School (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

- **Research Ethics and Deontology Committee**  
Zmas Aristotelis (Coordinator), Gioti Lamprina, 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, Zachos Dimitrios, 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
- **ECTS Coordinator – Erasmus+ Traineeship, Erasmus International**  
Kouimtzi Eleni, Ioannidou Martha
- **ECTS Coordinator – Erasmus+ Mundus**  
Kouimtzi Eleni
- **Equipment Committee**  
Primerakis Georgios, Malandrakis Georgios, Betsas Ioannis
- **Inclusive Policy Committee**  
Bibou Ioanna, Karagianni Panagiota, Kouimtzi Eleni

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



## 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-electives courses with practicum, Compulsory courses, Elective courses and courses for acquiring proficiency in a foreign language, in Information Literacy, in Academic Essay Writing, as well as in Qualitative and Quantitative Data Analysis. Overall, 240 ECTS credits distributed in 8 semesters (4 years) are required for graduation. Analysing the distribution, 30 of these ECTS credits come from Compulsory Practicum courses, 10 from Compulsory-elective courses with practicum, 92 from Compulsory courses, 100 from Elective courses, and 8 from foreign language, Information Literacy, Academic Essay Writing, and Qualitative and Quantitative Data Analysis, with 2 ECTS credits each. 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 6 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 **YMP**.
- **Compulsory-elective courses with practicum** are offered in the final year of studies and each student must successfully pass two of them. Each Compulsory-elective course with practicum is credited with 5 ECTS. Compulsory-elective courses with practicum have a code beginning with **YEMP**.
- **Compulsory courses** are 23 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 4 ECTS. Compulsory courses have a code number beginning with **YM**.

- **Electives** are called so because students have the freedom to choose from a wide variety of available courses. Each Elective course is credited with 4 ECTS and for successful completion of the degree it is necessary to take a successful examination in Elective courses corresponding to 100 ECTS. Preparation of an Undergraduate Diploma Thesis, offering 12 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 **EM**. 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 **EMM** code, are credited with 4 ECTS, serve as additional Compulsory courses for Muslim students and replace an equal number of Elective courses (**EM**) of the Curriculum.
- Successful examination in **foreign language, Information Literacy, Academic Essay Writing, and Qualitative and Quantitative Data Analysis** 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 compulsory elective courses, where the maximum number of students per class cannot exceed 40 as well as on the electives, where the maximum number of students per class cannot exceed 250.

#### **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 (ΦΕΚ1466/Β'/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 2 compulsory-elective traineeships, the 23 compulsory courses, the 25 elective courses as well as the foreign language, the Information Literacy, the Academic Essay Writing and the Qualitative - Quantitative Data Analysis courses, 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 55 courses is multiplied by a weighting factor depending on the ECTS work load of each course. The grades are then added to the 55 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 those admitted during the academic year 2018-2019**

Students admitted during the 2018-2019 academic year in order to obtain a degree had to gather: a) 110 ECTS credits from compulsory courses or to successfully pass 22 compulsory courses. b) 40 ECTS credits from courses related to practicum or to successfully pass 5 courses. c) 5 ECTS credits from compulsory elective courses or to be successfully tested in 1 compulsory elective course. d) 80 ECTS credits from elective

courses or to successfully pass 16 courses, and (e) 2.5 ECTS credits from a foreign language and 2.5 ECTS credits from Information Literacy. Already since their 1st year of studies they have registered 6 compulsory courses corresponding to 30 ECTS credits, 1 compulsory practicum course corresponding to 5 ECTS credits, 4 elective courses corresponding to 20 ECTS credits, as well as Information Literacy and foreign language corresponding to 5 ECTS credits. During the 2nd year they will attend the compulsory practicum course and the 7 compulsory courses according to the new Programme of Studies, as well as 5 compulsory courses [“Antiracist, Anti-Sexist and Intercultural Education”, “Art in Education” “Pedagogy, ICT and Instructional Design” “Literacy Theory and Teaching Practice” and “Educational Policy and Educational Reform in Modern Greece”], which according to the new Programme of Studies are taught in the 1<sup>st</sup> Year, 1 elective course and proficiency workshop in Research Methods in Education offered during the first year and credited with 2 ECTS. Courses, in which students have not been successfully examined in their first year, will be assigned to courses of the new Programme of Studies. In the 3rd year students will attend the compulsory practicum course and the 3 compulsory courses, according to the new Programme of Studies, as well as 10 elective courses and the proficiency course on Academic Essay Writing. During the 4th year students will attend the 2 compulsory practicum courses and 2 compulsory elective courses with practicum according to the new Programme of Studies, as well as 9 elective courses or 6 elective courses and an Undergraduate Diploma Thesis. Additionally, they will also follow the proficiency course on Qualitative - Quantitative Data Analysis.

### **For those admitted during the academic year 2017-2018**

Students admitted during the 2017-2018 academic year in order to obtain a degree had to gather: a) 110 ECTS credits from compulsory courses or to successfully pass 22 compulsory courses. b) 40 ECTS credits from courses related to Practicum or to successfully pass 5 courses. c) 5 ECTS credits from compulsory elective courses or to be successfully tested in 1 compulsory elective course. d) 80 ECTS credits from elective courses or to successfully pass 16 courses, and (e) 2.5 ECTS credits from a foreign language and 2.5 ECTS credits from Information Literacy. Already since their 1st year of studies they have registered 6 compulsory courses corresponding to 30 ECTS credits, 1 compulsory practicum course corresponding to 5 ECTS credits, 4 elective courses corresponding to 20 ECTS credits, as well as Information Literacy and foreign language corresponding to 5 ECTS credits. In the 2nd year they have registered the compulsory practicum course credited with 5 ECTS, 5 compulsory courses credited with 25 ECTS, as well as 6 elective courses credited with 30 ECTS. During the 3<sup>rd</sup> year students will attend the compulsory practicum course and the 3 compulsory courses, according to the new Programme of Studies, as well as the 2 compulsory courses “Literacy Theory and Educational Practice” and “Educational Policy and Educational Reform in Modern Greek” that according to the new Programme of Studies are taught in the 1<sup>st</sup> Year, the



5 compulsory courses “Teaching Literature: Basic concepts and practices”, “Didactics of History”, “Teaching Geography”, “Science Education for Citizenship” and “Didactics of Mathematics: Contemporary aspects and utilisation of teaching resources”, which according to the new Programme are taught in the 2<sup>nd</sup> year, 3 elective courses and the proficiency course on Academic Essay Writing. Courses, in which students have not been successfully examined in their first and second year of studies, will be assigned to courses of the new Programme. During the 4th year students will attend the 2 compulsory practicum courses and 2 compulsory elective courses with practicum according to the new Programme of Studies, as well as 9 elective courses or 6 elective courses and an Undergraduate Diploma Thesis. Additionally, they will also follow the proficiency skills course on Qualitative - Quantitative Data Analysis.

### **For those admitted during the academic year 2016-2017**

Students admitted during the 2016-2017 academic year in order to obtain a degree had to gather: a) 110 ECTS credits from compulsory courses or to successfully pass 22 compulsory courses. b) 40 ECTS credits from courses related to Practicum or to successfully pass 5 courses. c) 5 ECTS credits from compulsory elective courses or to be successfully tested in 1 compulsory elective course. d) 80 ECTS credits from elective courses or to successfully pass 16 courses, and (e) 2.5 ECTS credits from a foreign language and 2.5 ECTS credits from Information Literacy. Already in their 1st year of studies they have registered 6 compulsory courses corresponding to 30 ECTS credits, 1 compulsory practicum course corresponding to 5 ECTS credits, 4 elective courses corresponding to 20 ECTS credits, as well as Information Literacy and foreign language corresponding to 5 ECTS credits. Since the 2nd year they have registered the compulsory practicum course credited with 5 ECTS, 5 compulsory courses credited with 25 ECTS, as well as 6 elective courses credited with 30 ECTS. By the 3<sup>rd</sup> year students have registered 11 compulsory courses credited with 55 ECTS and 1 elective course credited with 5 ECTS. During the 4th year students will attend the 2 compulsory practicum courses, the compulsory practicum course “Educational Approaches and School Practices” that according to the new Programme of Studies is taught in the 3<sup>rd</sup> year, 2 compulsory elective courses with practicum, according to the new Programme of Studies, 7 elective courses or 4 elective courses and an Undergraduate Diploma Thesis, the proficiency course on Qualitative - Quantitative Data Analysis as well as the proficiency workshop in Research Methods in Education offered during the first year and credited with 2 ECTS. Courses, in which students have not been successfully examined in their first, second and third year of studies, will be assigned to courses of the new Programme.

**For those admitted during the academic year 2015-2016 and earlier**

For students, who have exceeded the four years of studies, the Programme of Studies with which they have been admitted to the School still applies. If courses that were registered are not listed in the new Programme of Studies, their replacement by courses of the new Programme would be considered, on a case-by-case basis.

For further information on the Programme of Studies consult the Undergraduate Studies Regulations.

## 2.9 CALENDAR OF ACADEMIC YEAR 2023-2024 - VACATIONS & NATIONAL HOLIDAYS

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

	Beginning	End
Winter term	2/10/2023	19/1/2024
Winter term examination period	22/1/2024	9/2/2024
Spring term courses	12/2/2024	31/5/2024
Spring term examination period	3/6/2024	21/6/2024

### B. VACATIONS

	Beginning	End
Christmas holidays	24/12/2023	7/1/2024
Carnival holiday <i>from Thursday in Cheesefare week till Tuesday after Whit Monday</i>	14/3/2024	19/3/2024
Easter holidays <i>The Holy week and the Easter Octave</i>	29/4/2024	12/5/2024
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
24 <sup>th</sup> June (Pentecost)

### 3. UNDERGRADUATE COURSES PER SEMESTER OF STUDIES

#### 3.1 LIST OF COURSES TAUGHT IN THE ACADEMIC YEAR 2021-2022

##### 1<sup>ST</sup> SEMESTER

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the student s
		ECTS	ECTS
YM1	Psychology and School (Bibou)	4	
YM2	History of modern Greek education (Betsas)	4	4
YM3	The philosophical foundation of education (Pavlidis)		4
YM4	Procedures of learning in schools (Marvakis)	4	4
YM5	Sociology of Education (Kougioumoutzaki)	4	
YM10	Literacy theory and educational practice (Alexiou)		4
YM12	Educational policy and educational reform in modern Greece (Charalampous)	4	4
YM18	Environmental education - education for sustainability (Malandrakis)		4
YM19	Research methods in education (Christodoulou)	4	
YM20	Art in education (Ioannidou)	4	
YM21	Inclusive education (Karagianni)	4	
YM22	Antiracist, antisexist and intercultural education (Zachos, Kogidou)		4
YM23	Pedagogy, ICT (information and communication technology) and instructional design (Drenoyanni)	4	
ΠΓ	Information literacy (Bougatzeli)		2
<b>Total</b>		<b>36</b>	<b>30</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
ΥΜΠ1	Introduction to Pedagogy (Tourtouras)	6	6
ΥΜ1	Psychology and School (Bibou)		4
ΥΜ3	The philosophical foundation of education (Pavlidis)	4	
ΥΜ5	Sociology of Education (Kougioumoutzaki)		4
ΥΜ10	Literacy theory and educational practice (Alexiou)	4	
ΥΜ18	Environmental education - education for sustainability (Malandrakis)	4	
ΥΜ19	Research methods in education (Christodoulou)		4
ΥΜ20	Art in education (Ioannidou)		4
ΥΜ21	Inclusive education (Karagianni)		4
ΥΜ22	Antiracist, antisexist and intercultural education (Zachos, Kogidou)	4	
ΥΜ23	Pedagogy, ICT (information and communication technology) and instructional design (Drenoyanni)		4
ΠΓ	Information literacy (Bougatzeli)	2	
<b>Total</b>		<b>24</b>	<b>30</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
ΥΜΠ2	Pedagogy: practice at school (Zmas)	6	
ΥΜ6	Language and new literacies at school (Papademetriou)	4	
ΥΜ7	Greek as a second language: learning and teaching (Kantzou)	4	
ΥΜ11	Teaching literature: basic concepts and practices (Apostolidou)		4
ΥΜ14	Teaching geography (Lambrinos)		4
ΥΜ16	Didactic of mathematics: contemporary aspects and utilisation of teaching resources (Papadopoulos)		4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
ΞΓ	Foreign Language (Zafeiri)		2
<b>Total</b>		<b>30</b>	<b>30</b>

<b>Elective courses of 3<sup>rd</sup> Semester</b>		
Courses		ECTS
EM4	Social psychology and education (Marvakis)	4
EM7	Knowledge issues of education (Pavlidis)	4
EM18	Social and Cultural Construction of Gender Identities (Kogidou)	4
EM25	The individual and society from a sociological perspective (Kougioumoutzaki)	4
EM28	Gender and Toys (Kogidou)	4
EM36	Sources in History of Education (Betsas)	4
EM105	Music pedagogy I : Music theory in praxis (Androutsos)	4
EM113	Children's and youth literature. Genres, theory and criticism (Goulis)	4
EM119	Disability and education (Karagianni)	4
EM120	Didactics of Physics (Gkiolmas)	4
EM121	Epistemological and methodological issues of education and educational sciences (Bonidis)	4

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

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
YMΠ2	Pedagogy: practice at school (Zmas)		6
YM6	Language and new literacies at school (Papademetriou)		4
YM7	Greek as a second language: learning and teaching (Kantzou)		4
YM11	Teaching literature: basic concepts and practices (Apostolidou)	4	
YM13	Teaching history	4	4
YM14	Teaching geography (Lambrinos)	4	
YM16	Didactic of mathematics: contemporary aspects and utilisation of teaching resources (Papadopoulos)	4	
YM17	Science education for citizenship (Seroglou)	4	4
	Elective Course	4	4
	Elective Course	4	4
ΞΓ	Foreign Language	2	
<b>Total</b>		<b>30</b>	<b>30</b>

<b>Elective courses of 4<sup>th</sup> Semester</b>		
Courses		ECTS
EM3	Mental Health and School (Bibou)	4
EM12	Philosophy of education (Pavlidis)	4
EM17	Families in Modern Society (Kogidou)	4
EM27	Sociology of childhood (Kougioumoutzaki)	4
EM76	School Education (Bonidis)	4
EM78	Digital literacy (Drenoyanni)	4
EM108	Music pedagogy II: Singing in primary school (Androutsos)	4
EM114	Bilingualism and Education (Kantzou)	4
EM115	Contemporary approaches to children's literature (Goulis)	4
EM122	The experiment and its role for Physics at primary education (Gkiolmas)	4
EM123	Digital technologies and educational robotics in Physics' education (Gkiolmas)	4
EM124	Special issues of intercultural education (Zachos)	4

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

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the student s
		ECTS	ECTS
ΥΜΠ3	Educational approaches and school practices (Zachos)	6	
ΥΜ8	Language teaching and psycholinguistics: teaching practices (Aidinis)		4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
	Elective Course	4	4
ΣΕΕ	Academic essay writing (Kouimtzi)		2
<b>Total</b>		<b>28</b>	<b>30</b>

<b>Elective Courses of 5<sup>th</sup> Semester</b>		
Courses		ECTS
EM24	Introduction to the theory of culture (Alexiou)	4
EM56	Mathematics and the teaching of Mathematics (Papadopoulos)	4
EM63	Issues of Environment and sustainability (Malandrakis)	4
EM94	Intercultural education for social justice (Zaxos)	4
EM95	Adult education I: Program Planning and Implementation, Theory and Practice (Gioti)	4
EM103	Art and society (Ioannidou)	4
EM116	Portraits of childhood in books and on the screen(Goulis)	4
EM117	Special Topics in teaching modern Greek as an additional language (Kantzou)	4
EM125	Topics of Modern Physics in education (Gkiolmas)	4
EM126	Critical and post-critical peace education (Bonidis)	4

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

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
YMΠ3	Educational approaches and school practices (Zachos)		6
YM8	Language teaching and psycholinguistics: teaching practices (Aidinis)	4	
YM9	From language teaching to school literacies: classroom applications (Kostouli)	4	4
YM15	Teaching mathematics: basic theories and practices (Desli)	4	4
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
ΣΕΕ	Academic essay writing (Kouimtzi)	2	
<b>Total</b>		<b>30</b>	<b>30</b>

Elective courses of 6 <sup>th</sup> Semester		
Courses		ECTS
EM23	Literature and society in interwar Greece (Alexiou)	4
EM54	Science and culture in education (Seroglou)	4
EM55	Geography principles (Lambrinos)	4
EM70	Issues in didactic of mathematics: problem solving (Papadopoulos)	4
EM75	School failure (Tourtouras)	4
EM80	Social exclusion and education (Tourtouras)	4
EM106	Comparative education (Zmas)	4
EM109	Music pedagogy III: Introduction to music teaching methods (Androutsos)	4
EM118	Love of reading, children's literature and creative writing (Goulis)	4
EM127	Inclusive education and teaching practices (Karagianni)	4
EM128	Feminist peace education (Bonidis)	4

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

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΜΠ4	Teaching preparation, conduct and evaluation: pupil assessment and practice (Liambas)	6	
ΥΜΠ5	Teaching preparation, conduct and evaluation: pedagogical theories and practice (Liambas)	6	
	Compulsory-electives courses with practicum		5
	Compulsory-electives courses with practicum		5
	Elective course		4
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
ΑΔ	Qualitative and quantitative data analysis (Christodoulou)		2
<b>Total</b>		<b>28</b>	<b>32</b>

**Compulsory-electives courses with practicum of 7<sup>th</sup> Semester**

Courses		ECTS
ΥΕΜΠ1	Literacy acquisition in primary grades: teaching practices (Aidinis)	5
ΥΕΜΠ4	New teaching practices in literature class (Apostolidou)	5
ΥΕΜΠ10	Implementation of sustainability projects in primary school (Malandrakis)	5
ΥΕΜΠ13	Interdisciplinary, cross-curricular and intercultural music applications in primary school (Androutsos)	5
ΥΕΜΠ14	Physical education in primary education: interdisciplinary approaches (Papacharisis)	5

**Elective courses of 7<sup>th</sup> Semester**

Courses		ECTS
ΕΜ97	Critical and cultural studies and adult learning (Gioti)	4

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

Courses		1 <sup>st</sup> half of the students	2 <sup>nd</sup> half of the students
		ECTS	ECTS
ΥΜΠ4	Teaching preparation, conduct and evaluation: pupil assessment and practice (Liambas)		6
ΥΜΠ5	Teaching preparation, conduct and evaluation: pedagogical theories and practice (Liambas)		6
	Compulsory-electives courses with practicum	5	
	Compulsory-electives courses with practicum	5	
	Elective course	4	
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
	Elective course	4	4
ΑΔ	Qualitative and quantitative data analysis (Christodoulou)	2	
<b>Total</b>		<b>32</b>	<b>28</b>

**Compulsory-electives courses with practicum of 8<sup>th</sup> semester**

Courses		ECTS
ΥΕΜΠ1	Literacy acquisition in primary grades: teaching practices (Aidinis)	5
ΥΕΜΠ2	Critical literacy and Functional Systemic Grammar: Implications to classroom practice (Kostouli)	5
ΥΕΜΠ4	New teaching practices in literature class (Apostolidou)	5
ΥΕΜΠ6	Media literacy and teaching language: from theory to practice (Papademetriou)	5
ΥΕΜΠ7	Issues in mathematics education: teaching practices (Desli)	5
ΥΕΜΠ9	Digital applications for the primary school (Lambrinos, Seroglou)	5
ΥΕΜΠ10	Implementation of sustainability projects in primary school (Malandrakis)	5
ΥΕΜΠ11	Learning the curriculum through visual arts and Museum education. Practicum in schools, museums and galleries (Ioannidou)	5
ΥΕΜΠ13	Interdisciplinary, cross-curricular and intercultural music applications in primary school (Androutsos)	5
ΥΕΜΠ14	Physical education in primary education: interdisciplinary approaches (Papacharis)	5

**Elective courses of 8<sup>th</sup> Semester**

Courses		ECTS
	Swimming in elementary school (Papacharis)	4



**Courses on Minority Education**

	<b>Elective courses</b>	ECTS	All semesters
EMM1	History of Minority Education (Tsioumis) <b>(Winter Semester)</b>	4	1st-8 <sup>th</sup>
EMM12	Islam and Education (Ziaka) <b>(Winter Semester)</b>	4	1st-8 <sup>th</sup>
EMM2	Turkish Language I <b>(Spring Semester)</b>	4	1st-8 <sup>th</sup>
EMM3	Turkish Language and Literature <b>(Spring Semester)</b>	4	1st-8 <sup>th</sup>
EMM4	Minority educational policy and management of multiculturalism in Thrace <b>(Spring Semester)</b>	4	1st-8 <sup>th</sup>
EMM8	Turkish Language Learning <b>(Spring Semester)</b>	4	1st-8 <sup>th</sup>
EMM9	Turkish Language II <b>(Spring Semester)</b>	4	1st-8 <sup>th</sup>

**Laboratory courses ΕΔΙΠ**

During the academic year 2023 laboratory courses will be offered by the lab teaching personnel, as follows:

Sofia Kefalidou

YM11 Teaching literature:basic concepts and practices

Eleni Maria Kouimtzi

YM19 Research methods in education

Eleni Xefteri

YEMΠ1 Literacy acquisition in primary grades: teaching practices

Giorgos Primerakis

YM23 Pedagogy, ICT (Information and communication technology) and instructional design

*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. ANALYTICAL DESCRIPTION OF COURSES

### 4.1 COMPULSORY PRACTICUM COURSES

**ΥΜΠ1**
**ΥΜΠ1 - INTRODUCTION TO PEDAGOGY**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΜΠ1	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	INTRODUCTION TO PEDAGOGY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	6	
<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=7998">https://elearning.auth.gr/course/view.php?id=7998</a>		

**LEARNING OUTCOMES**

<p><b>Learning outcomes</b></p> <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>
<p><b>General competences</b></p> <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>• Generate new research ideas</li> <li>• Design and manage projects</li> <li>• Appreciate diversity and multiculturalism</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 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	
<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	78
	Fieldwork	50
	Reading Assignment	31
	Written assignments	21
	<b>Total</b>	<b>180</b>
<b>STUDENT ASSESMENT</b>	<p>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.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Παπαμαύρος, Μ. (1961). Σύστημα Νέας Παιδαγωγικής. Αθήνα: αυτοέκδοση.
- 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 αιώνες. Βασικοί εκπρόσωποι-αντιπροσωπευτικά κείμενα. Θεσσαλονίκη: Δέσποινα Κυριακίδη.
- Mialaret, G. (2011) (Επιμ.: Π. Καλογιαννάκη & Κ. Καρράς). Περί παιδαγωγικής και εκπαίδευσης. Αθήνα: Gutenberg.

- Πυργιωτάκης, Ε. Ι. (2011). Εισαγωγή στην Παιδαγωγική Επιστήμη. Αθήνα: Πεδίο.
- Σατώ, Ζ. (Επιμέλεια) (χ. χρ.). Οι μεγάλοι Παιδαγωγοί. Από τον Πλάτωνα και τον Σωκράτη ως τον Τζων Ντιούι και τη Μαρία Μοντεσσόρι. Αθήνα: Γλάρος.
- Houssaye, J. (2000) (Επιμέλεια). Δεκαπέντε παιδαγωγοί. Σταθμοί στην ιστορία της παιδαγωγικής σκέψης. Αθήνα: Μεταίχμιο.
- 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.
- 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.

## ΥΜΠ2 - PEDAGOGY: PRACTICE 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>	ΥΜΠ2	<b>SEMESTER</b>	3 & 4
<b>COURSE TITLE</b>	PEDAGOGY: PRACTICE AT SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	6	
<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=10987">https://elearning.auth.gr/course/view.php?id=10987</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
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.
<b>General competences</b>
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, Presentations, Discussions	78
	Tutorial teaching, Internship	73
	Written assignment	26
	Exams	3
	<b>Total</b>	<b>180</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 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 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. Χρησιτίδης). Αθήνα: Κριτική.

Κασσωτάκης, Μ. & Φλουρή, 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.

Serra Goethals, 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.

## ΥΜΠ3 - EDUCATIONAL APPROACHES AND SCHOOL PRACTICES

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	ΥΜΠ3	SEMESTER	5 & 6
COURSE TITLE	EDUCATIONAL APPROACHES AND SCHOOL PRACTICES		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
	3	6	
COURSE CATEGORY	GENERAL BACKGROUND, SKILLS DEVELOPMENT, SPECIAL SCIENTIFIC AREA		
PREREQUISITE COURSES/CLASSES			
LANGUAGE OF INSTRUCTION/ EXAMINATION	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE URL	<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/dimzachos/Ekkes%20prosegisseis%20&amp;%20Praktikes.pdf">http://users.auth.gr/dimzachos/Ekkes%20prosegisseis%20&amp;%20Praktikes.pdf</a>		

## LEARNING OUTCOMES

## Learning outcomes

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

**A. Knowledge**

1. Have mastered basic concepts and theories regarding teaching conditions
2. To be aware of the effects of different educational trends (traditional, progressive and radical) on everyday school practices
3. Understand and analyze the teaching practices resulting from the adoption of traditional, progressive and radical approaches to pedagogy
4. Get to know teachers' strategies and the different 'profiles' that their adoption implies
5. Know how to manage the teaching time
6. Get to know traditional classroom management, as well as alternative approaches
7. Get to know the theories about the causes of "problematic" behaviors
8. Get to know the theories about how to deal with "problematic" behaviors
9. Complete the critical study of a series of articles and books in the relevant scientific area

**B. Skills, Competences**

1. Be able to relate theoretical concepts to their practical implications and 'consequences' in everyday teaching practice
2. Recognize the pedagogical assumptions underpinning each teaching styles
3. Be able to scientifically support their teaching approaches and practices
4. Be able to analyze scientific research data and link it to appropriate pedagogical practices
5. Be able to integrate, compose and evaluate best practices in the way they behave in the classroom
6. Adopt teaching practices that will allow everyone and all pupils to have the education they deserve
7. Make them able to create a democratic climate that helps integrate and engage all students regardless of social class, gender, cultural / ethnic / ethnic group, sexual orientation and special

abilities

8. Be able to convert theoretical supplies into daily practice
9. Be able to handle issues of everyday educational reality
10. Be able to teach individually

In addition, students, as part of the practicum face school reality. The goal is to become familiar with the role they will be called upon to play in their respective environments. By teaching all subjects except those of foreign language, gymnastics, music and theatre they are able to connect theory to practice, apply knowledge, test their skills and abilities and gain experience in managing the issues that arise in a classroom.

**General competences**

- Adaptability
- Decision making
- Independent work
- Teamwork
- Working in an interdisciplinary environment
- Generation of new research ideas
- Exercising criticism and self-criticism
- Promoting free, creative and inductive thinking

**COURSE CONTENT/SYLLABUS**

INTRODUCTION (acquaintance- [pre]overview - requirements)

- Traditional Education & School Practices
- Progressive Education & School Practices
- Radical Education & School Practices
- Moral Education & Training Programs to Shape the Character of Students
- Students' behavioral problems & their causes
- Safety & classroom in the school
- Preventing and tackling school violence
- The organization of the classroom
- Rules & procedures in the classroom
- Fees & penalties in the classroom
- Teaching styles for dealing with behavior problems in the classroom
- Theories of Classroom management
- Theories of school & classroom discipline
- 

Regarding the practicum, these are organized in two circles: During the first one, which lasts a week, students are obliged to attend school classes of the city of Thessaloniki. In more detail, students organized in groups of five, attend all (except music, gymnastics and foreign language) classes in one of the school units that collaborate with our department. Their comments and questions are recorded and discussed during the following courses. In the second cycle, students teach for a week in the classroom they attended, following the course and material suggested by the formal syllabus. Experiences, difficulties, questions, and objections are discussed during the lessons that follow.

**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
	Field tasks (practicum)	80
	study & critical review of books & articles	19
	evaluation	3
	<b>Total</b>	<b>180</b>
<b>STUDENT ASSESMENT</b>	Exams	

### SUGGESTED READING LIST/ BIBLIOGRAPHY

*Basic Textbooks*

Zachos, D. (2020). School "Discipline" and Classroom "Management" A Critical Exploration of School Practices (in Greek). Thessaloniki: A. Stamoulis.

Kyridis, A. (1999). Discipline in School (in Greek). Athens: G. Dardanos.

*Additional bibliography:*

Arabani, G. (1998). *Discipline and education. The role of penalties and fees in school and kindergarten* (in Greek). Athens: Grigoris.

Dottrens, R., Mialaret, G. Rast, E. & Ray, M. (1974). *I teach* (in Greek). Athens: Diptych.

Duncker, L. (2011). *Elementary School Theory* (in Greek). Thessaloniki: Spotlight.

Vratsalis K. (2005). *Teaching experience and pedagogical theory* (in Greek). Athens: Island.

Flitner, A. (1997). *Authoritarian or liberal education?* (in Greek) Athens: Print.

Constantinou, C. (2015). *The Good School, the Competent Educator and the Appropriate Education.* (in Greek). Athens: Gutenberg.

Bikos, K. (2004). *Interaction and social relationships in the classroom* (in Greek). Athens: Greek Letters.

Babalas, T. (2005). *Socializing the child in the classroom* (in Greek). Athens: Route.

Noutsos, X. (1988). The Gramsci's conception of the pedagogical relationship. At: Antonio Gramsci. Fifty years after his death. Ioannina: *Scientific Yearbook of the Department of Philosophy, Pedagogy and Psychology of the School of Philosophy.* University of Ioannina: Annex no. 35.

Solomon, I. & Kouzelis, G. (ed.) (1994). *Discipline and Knowledge* (in Greek). Athens: EMEA.

Tsipplataris, A. (2004). *Psycho-sociology of the classroom* (in Greek). Athens: Route.

Wragg, E. C. (2003). *School classroom management in primary education* (in Greek). Athens: Savvala.

Psalti, A., Kassapi, S. & Deligianni - Kuimtzis, B. (2012). *Modern Psychological Issues: Bullying in Greek Schools* (in Greek). Athens: Gutenberg.

Zachos, D.D., "Control" and "Discipline" at School: Necessities and Risks for Children of Migrants / Low Socio-Economic Classes, in: ETS of the University of Athens, Proceedings of the 1st Panhellenic Conference. B, Smyrniotakis, Athens 2010, pp. 368-376, as well as in: Zachos, Th. D. (2014). *Current Issues in Intercultural Education.* Thessaloniki: Harpantidis, 331-348.

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΜΠ4	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	TEACHING PREPARATION, CONDUCT AND EVALUATION: PUPIL ASSESSMENT AND PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	6	
<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>	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>Students in the end of the course will:</p> <ul style="list-style-type: none"> <li>Know the historical, educational, pedagogical, sociopolitical dimensions and purposes of the assessment.</li> <li>Know the views important educators/intellectuals about the assessment in education</li> <li>Learn important characteristics of the assessment (qualitative criteria, methods)</li> <li>Know the pedagogical meaning of the assessment</li> <li>Know the basic and appropriate element of the assessment for learning</li> <li>Learn the scaffolding</li> <li>Learn the techniques of the assessment</li> <li>Learn the scales of grading and descriptive assessment</li> <li>Know the impact of the assessment to the school knowledge, teaching, pedagogic relationship and relations among students-parents</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>Generate new research ideas</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 Advance free, creative and causative thinking</li> </ul>

### **COURSE CONTENT/SYLLABUS**

The emphasis of the course is based on the pupil assessment. The course offers a deep-stated awareness about the meaning of the pupil assessment, examining the historical, ideological and socio-political roots and dimensions of assessing systems (focused mainly on the presentation and analysis: theoretical views of Weber, Parsons, Foucault, Bourdieu, Bowles & Gintis; conclusions research studies on assessment; pedagogic function of assessment procedures; the history of pupil assessment in the Greek elementary school.

In addition, the course presents and examines:

- the types of assessment (i.e., diagnostic, formative, summative),
- the forms of assessment (i.e., criterion-referenced assessment, norm-referenced assessment, ipsative/self-referenced assessment) and their contribution to the rising of learning,
- the role of question in the assessment,
- the support and feedback in assessment for learning (based on the views about the learning of Piaget, Vygotsky, Bruner, Mercer and Black & William,
- the methods for assessing knowledge (i.e., exams, tests, objective tests, oral assessment) and their characteristics,
- the assessment based on Bloom's taxonomy (i.e., tasks/objectives, performance criteria);
- the formative assessment in the Bloom's mastery learning,
- the reinforcement and the motivations for learning,
- the self-assessment and the peer assessment,
- the portfolio assessment,
- the grading schemes and the measurement (i.e. grades, marks); the descriptive assessment,
- the influences of the forms/types of assessment on the selection, organization and formation of school knowledge,
- the consequences of assessment on the form/method of teaching, the pedagogic relationship, and the relations among pupils/parents.

### **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>	<i>Activity</i>	<i>Workload (hours)</i>
	LECTURES	78
	FIELD WORK	70
	TUTORIAL	29
	EXAMS	3
	<b>Total</b>	<b>180</b>
<b>STUDENT ASSESMENT</b>	Written exams (open books) at the end of the course (type of items: problem solving/essay)	

### **SUGGESTED READING LIST/ BIBLIOGRAPHY**

Κωνσταντίνου, Χ & Κωνσταντίνου, Ι. (2017). Η αξιολόγηση στην Εκπαίδευση. Η Αξιολόγηση του Εκπαιδευτικού Έργου και του Μαθητή ως Θεωρία και ως Πράξη. Αθήνα: Gutenberg. (1η επιλογή)

Κασσωτάκης, Μ. (2013). Η Αξιολόγηση της Επίδοσης των Μαθητών. Θεωρητικές Προσεγγίσεις και Πρακτικές Εφαρμογές. Αθήνα: Εκδόσεις Γρηγόρη. (2η επιλογή)

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

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



Ρέλλος, Ν. (2003). Έλεγχος Μάθησης. Αξιολόγηση Μαθητικής Επίδοσης. 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

Λιάμπας, Α. (2019). «Συγκριτική μελέτη της Έκθεσης Περιγραφικής Αξιολόγησης και της περιγραφικής Αξιολόγησης που βασίζεται στον Οδηγό για την Περιγραφική Αξιολόγηση στο Δημοτικό (ΙΕΠ/2017). Στα πρακτικά του ΙΣΤ' Διεθνούς Συνεδρίου της Παιδαγωγικής Εταιρίας Ελλάδος με θέμα: «Το Σχολείο στη Δημοκρατία, η Δημοκρατία στο Σχολείο», Σχολή Ανθρωπιστικών Επιστημών του Πανεπιστημίου Θεσσαλίας, Βόλος.

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. (1996). Η σχολική αποτυχία σας ενοχλεί; Ίσως μπορείτε κάτι να κάνετε, *Σύγχρονη εκπαίδευση*, τχ. 88, 27-38.

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

Perrenoud, P. (2003). Θέλουν βαθμούς εκείνοι που παίρνουν καλούς βαθμούς, *Εκπαιδευτική Κοινότητα*, τχ. 68, σ. 31-31.

Perrenoud, P. (2005). Το σχολείο απέναντι στο πλήθος από κουλτούρες Η διαφοροποιημένη παιδαγωγική, *Σχολή ψυχολογίας και Επιστημών της εκπαίδευσης, Πανεπιστήμιο της Γενεύης*.

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

and the uploaded articles, texts in the course site ( [www.e-learning.auth](http://www.e-learning.auth))

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΜΠ5	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	TEACHING PREPARATION, CONDUCT AND EVALUATION: PEDAGOGICAL THEORIES AND PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	6	
<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://qa.auth.gr/en/class/1/600141118">https://qa.auth.gr/en/class/1/600141118</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
At the end of the course, students will: Know the fundamental pedagogical theories Know the different perspectives about the aims of education Know the different perspectives about the educational objectives Know the different perspectives about the methods of teaching, and the social and didactic organization of teaching Be familiar with teaching in real conditions for all subjects of elementary education
<b>General competences</b>
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 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**

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 pupils' 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 program 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>	Use of ICT in teaching and in communication with students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Fieldwork	70
	Tutorial	29
	Exams	3
	<b>Total</b>	<b>180</b>
<b>STUDENT ASSESMENT</b>	Written exam with extended answer questions	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Γρόλλιος, Γ., Γούναρη, Π. (επιμ.) (2011) Κριτική Παιδαγωγική, Αθήνα: Gutenberg
- Houssaye, J. (2000) Δεκαπέντε παιδαγωγοί, Αθήνα: Μεταίχμιο
- Πυργιωτάκης, Γ. (2007) Παιδαγωγική του Νέου σχολείου, Αθήνα: Γρηγόρης
- Reble, A. (1990) Ιστορία της Παιδαγωγικής, Αθήνα: Παπαδήμας
- Bloom, B.S.& Krathowhl, D.R. (2000) Ταξινόμια των αντικειμενικών διδακτικών στόχων, τόμ. Α', Γνωστικός τομέας, Θεσσαλονίκη: Κώδικας
- Kolesnik, B. W. (1992) Ανθρωπισμός ή Μπιχεβιορισμός στην εκπαίδευση, Θεσσαλονίκη: Παρατηρητής
- Μαυρογιώργος, Γ. (1992) Εκπαιδευτικοί και διδασκαλία, Αθήνα: Σύγχρονη Εκπαίδευση
- Νούτσος, Μπ. (1983) Διδακτικοί στόχοι και αναλυτικό πρόγραμμα, Αθήνα-Γιάννινα: Δωδώνη
- Κλεάνθους-Παπαδημητρίου, Μ. (1980) Η Νέα Αγωγή, τόμ. Α', Αθήνα: Βιβλία για Όλους
- Frey, K. (2002) Η μέθοδος Project, Θεσσαλονίκη: Κυριακίδης
- Ντιούι, Τζ. (1982) Το σχολείο και η κοινωνία, Αθήνα: Γλάρος
- Ντιούι, Τζ. (1926) Το σχολείο και το παιδί, Αθήνα: Σαλίβερς
- Rorhs, H. (1984) Το κίνημα της προοδευτικής εκπαίδευσης, Θεσσαλονίκη: Κυριακίδης
- Baudrit, A. (2007) Η Ομαδοσυνεργατική μάθηση, Αθήνα: Κέδρος
- Ματσαγγούρας, Η. (2001) Στρατηγικές διδασκαλίας, Αθήνα: Gutenberg
- Φρέιρε, Π. (1977) Η Αγωγή του καταπιεζόμενου, Αθήνα: Ράππας
- Γρόλλιος, Γ., Λιάμπας, Τ. (2001) Ευέλικτη ζώνη και μέθοδος Project, Εκπαιδευτική Κοινότητα, τχ.80, σ. 10-15
- Γρόλλιος, Γ. (2001) Σχολική αποτελεσματικότητα και αξιολόγηση, Ρωγμές εν Τάξει, τχ. 11, σ. 20-27
- Γρόλλιος, Γ. (2005) «Πλευρές της Ιστορίας της μεθόδου project». Στο Γεωργόπουλος, Α. (επιμ) Περιβαλλοντική Εκπαίδευση. Ο νέος πολιτισμός που αναδύεται. Αθήνα, Gutenberg, σ.σ. 105-131
- υριακίδη. Baudrit, A. (2007) Η Ομαδοσυνεργατική μάθηση, Αθήνα: Κέδρος. Ματσαγγούρας, Η. (2001) Στρατηγικές διδασκαλίας, Αθήνα: Gutenberg. Φρέιρε, Π. (1977) Η Αγωγή του καταπιεζόμενου, Αθήνα: Ράππας. Γρόλλιος, Γ., Λιάμπας, Τ. (2001) Ευέλικτη ζώνη και μέθοδος Project, Εκπαιδευτική Κοινότητα, τχ.80, σσ. 10-15. Γρόλλιος, Γ. (2001) Σχολική αποτελεσματικότητα και αξιολόγηση, Ρωγμές εν Τάξει, τχ. 11, σ.σ. 20-27. Γρόλλιος, Γ. (2005) Πλευρές της Ιστορίας της Μεθόδου project. Στον τόμο Γεωργόπουλος, Α. (επιμ) Περιβαλλοντική Εκπαίδευση. Ο νέος πολιτισμός που αναδύεται. Αθήνα, Gutenberg, σ.σ. 105-131.

## 4.2. COMPULSORY COURSES

YM1

## YM1 - 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>	YM1	<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	4	
<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://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>
<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>• Appreciate diversity and multiculturality</li> <li>• Be critical and self-critical</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>	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	78
	Reading Assigment	19
	Seminars	10
	Exams	3
	Intership	10
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<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**

Course Bibliography (Eudoxus)  
 B. Watermeyer (2023). Αναπλασιώνοντας την ψυχολογία του μισαναπηρισμού  
 Συμπληρωματική βιβλιογραφία (μέσω εκπαιδευτικού υλικού, σημειώσεων και rpts)  
 Cole, M. & Cole, S. (2011). Η ανάπτυξη των παιδιών. Αθήνα: Τυπωθύτω, Γιώργος Δαρδανός.  
 Additional bibliography for study  
 Μπίμπου και συνεργάτες (2006). Πλαίσια συνεργασίας ψυχολόγων και εκπαιδευτικών για την οικογένεια και το σχολείο. Gutenberg.

## YM2 - 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>	YM2	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	HISTORY OF MODERN GREEK 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		
<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

<p>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.</p> <p>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.</p> <p>The role of education, social, pedagogical and ideological trends, political schemes and intellectualists (that represent these trends) are also examined.</p> <p>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.</p> <p>Finally, the influences of European educational systems on Greek educational system</p>
--



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	3
	Reading Assignment	28
	Written assignments	8
	Exams	3
	<b>Total</b>	<b>120</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)

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM3	<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>120</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, H-I. Ιστορία της εκπαίδευσης στην αρχαιότητα  
 Κουμάκης, Γ. Θεωρία και φιλοσοφία της παιδείας

## YM4 – PROCEDURES OF LEARNING IN SCHOOLS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM4	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	PROCEDURES OF LEARNING IN SCHOOLS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Lectures, Book, Notes	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK / GREEK, ENGLISH, GERMAN		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES / NO (επιλέγουμε ανάλογα)		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600141108">https://qa.auth.gr/en/class/1/600141108</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The module will enable the students to differentiate the particular "subjectivities" involved in the educational process, especially the "learning subject" as discrete entity with discrete characteristics.
<b>General competences</b>
Apply knowledge in practice Retrieve, analyse and synthesise data and information, with the use of necessary technologies Make decisions Work autonomously Be critical and self-critical Advance free, creative and causative thinking

## 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> </ul>
--

- 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?
  - Perceptions about learning (children, students, teachers)
- The course discusses the most influential learning theories:
- Essentialist approaches
  - Behaviorist approaches
  - 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>	Face-to-face	
<b>USE OF ICT</b>	Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Others	42
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Short Answer Questions; Written Assignment; Oral Exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Στρατηγικές και πρακτικές μάθησης  
 Κωδικός Βιβλίου στον Εύδοξο: 42125236  
 Έκδοση: 1/2014  
 Συγγραφέας: Αθανάσιος Μαρβάκης  
 ISBN: 9789604583072

## YM5 - SOCIOLOGY 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>	YM5	<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>	
	3	4	
<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: <ul style="list-style-type: none"> <li>- understand the relationship between education, economy and politics</li> <li>- understand the factors that influence the change and development of educational institutions</li> <li>- be able to analyze the ideological aspects of curricula</li> <li>- realize the professional characteristics of the educational activity, as a form of intellectual work, and the factors that affect its quality</li> </ul>
<b>General competences</b>
Make decision Be critical and self-critical Advance free, creative, and causative thinking

## COURSE CONTENT/SYLLABUS

<p>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.</p> <p>The course includes the following modules:</p> <ol style="list-style-type: none"> <li>1. Introduction to Sociology (Comte, Spencer, Marx) and to Sociology of Education</li> <li>2. The transition to industrial society and the genesis of the institution of education</li> <li>3. National state and education</li> <li>4. The school as an institution for social stability. The theory of Émile Durkheim</li> <li>5. The Functionalist Theory of education</li> <li>6. Education and economic development. The theory of Human Capital</li> <li>7. Marxist theories of education. The Correspondence Theory</li> <li>8. Education and Ideology</li> <li>9. The Resistance Theory</li> </ol>
--



- 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	78
	Reading assignment	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</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

YM6 - 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>	YM6	<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	4	
<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=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 various multimodal ensembles,</li> <li>• utilize the principles of 'visual grammar' for teaching linguistic literacy into the classroom,</li> <li>• familiarize themselves with the way in which multimodality and new literacies may influence and transform literacy practices both within 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**

On a theoretical level, the content of the module is consisted of seven main thematic areas which may be summarized as follows:

- Literacy as the understanding and communication of meanings presented in multiple means and different modalities
- Critical visual/multimodal literacy
- New literacies
  - The concept of text in the framework of new literacies
  - Monomodal-multimodal text
  - Print-digital text
  - The concept of hypertext
- Multimodal social semiotic approach to the representation of meaning
- ‘Visual grammar’
  - Image/text relations and the construction of the ideational/representational meaning
  - Image/text relations and the construction of the interpersonal interaction
  - Image/text relations and the construction of the compositional meaning
- Multimodal reading and comprehension in online environments
- Multimodality and new literacies as frameworks for the teaching of language

In addition, on a laboratory level, the course focuses on familiarizing students with ways to critically "read" online information with a view to their use in 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	78
	Laboratory Work	10
	Reading Assignment	12
	Written Assignments	20
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- a. Course bibliography (Eudoxos)*
- Papadimitriou, E. (2020). *Critical social [multi]literacies: Intermodal meaning-making in formal and non-formal learning communities*. Athens: Gutenberg Publications.
  - Kress, G. & van Leeuwen, T. (2010). *Reading Images: The Grammar of Visual Design*. F. Papadimitriou (Ed.), Thessaloniki: Epikentro Publications.
- b. Additional bibliography for study*
- Dimitriadou, K. (2006). Visual literacy and the teaching of language. *Contemporary Education*, 148.
  - Fleckenstein, K.S., Calendrillo, L.T. & Worley, D.A. (2014). *Language and Image in the Reading-Writing Classroom: Teaching Vision* F. Papadimitriou (ed.), Thessaloniki: Epikentro Publications.

- Kress, G. (2000). Designing Language Curriculum for the Future. *Glossikos Ypologistis*, Periodical Edition of the Center for the Greek Language for Language and Language Education, Thessaloniki, 2, (1-2), 111-124.
- Papadimitriou, F. (2012). *Interdisciplinary approaches to linguistic literacy: From the cognitive approach to the broader context of the new literacies*. Thessaloniki: Epikentro Publications.
- Pleios, G. (2005). *Visual Culture and Education: The Role of Visual Ideology*. Athens: Polytropon Publications.
- Stamou, F., Tranos, T. & Chatzisavvidis, S. (2004). The "reading" and "production" of multimodality in a learning environment: First findings from a teaching intervention. *Studies on Greek Language. Proceedings of the 24th Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki. (666-672)*.
- Chatzisavvidis, S. (2005). From Literacy Pedagogy to Multiliteracies: New Trends, Dimensions, and Perspectives on the Teaching of Language. In K. Balaskas & K. Angelakos (ed.), *Language and Literature in Primary and Secondary Education (35-52)*. Athens: Metaichmio Publications.
- Hodolidou, E. (1999). Introduction to the concept of multimodality. *Glossikos Ypologistis*, 1, 115-118. Thessaloniki: Center for the Greek Language.

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

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM7	<b>SEMESTER</b>	3 <sup>rd</sup> & 4 <sup>th</sup>
<b>COURSE TITLE</b>	GREEK AS A SECOND 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>	<a href="https://elearning.auth.gr/course/view.php?id=16763">https://elearning.auth.gr/course/view.php?id=16763</a>		

**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 aim of the course is to familiarise students with theoretical and practical issues regarding Greek language teaching to bilingual students who learn Greek as a second/additional language (L2). It begins by defining the field of applied linguistics and addressing fundamental inquiries within this discipline. 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. It proceeds to introduce key theoretical frameworks related to second language acquisition.

Next, the course shifts its focus to L2 teaching methodologies, covering methods like grammar-translation, the audiolingual approach, communicative and task-based approaches, content-based instruction, and the genre-based approach. Special attention is given to instructing bilingual students within diverse educational settings, including mainstream, general-purpose, multilingual, and multicultural classrooms.

Finally, the course explores the Common European Framework of Reference for Languages (CEFR) as a central topic of interest.

#### 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>	Final exam (100% of the course's grade)	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

##### Required

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

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

Ιακώβου, Μ. (2014). *Επιμορφωτικός Οδηγός: Γενικές Αρχές Διδασκαλίας της Ελληνικής ως Δεύτερης Γλώσσας (επίπεδα Α1-Β1)*. Θεσσαλονίκη: Πρόγραμμα «Εκπαίδευση Αλλοδαπών και Παλιννοστούτων 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)

##### Suggested

In Greek

Αλεξίου, Θ. (χ.η.) 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>)

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

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)

In English

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

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom*. Portsmouth, N. H. Heinemann.

Hummel, K. (2014). *Introducing Second Language Acquisition: Perspectives and Practices* (Linguistics in the World). Wiley.

Loewen, S. (2020). *Introduction to Instructed Second Language Acquisition*. Routledge.



## YM8 - LANGUAGE TEACHING AND PSYCHOLINGUISTICS: 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>	YM8	<b>SEMESTER</b>	5 & 6
<b>COURSE TITLE</b>	LANGUAGE TEACHING AND PSYCHOLINGUISTICS: TEACHING PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<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://qa.auth.gr/en/class/1/600155797">https://qa.auth.gr/en/class/1/600155797</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>On the completion of the course students should:</p> <p>Be able to evaluate the theories of literacy acquisition.</p> <p>Understand the different methods of language teaching in first grades of primary school.</p> <p>Combine teaching practices from different methods for a successful teaching.</p> <p>Critically evaluate students' books in order to decide whether its content is appropriate for their students or it needs to be enriched.</p> <p>Combine theoretical approaches with practice.</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> <li>• Work autonomously</li> <li>• Work in teams</li> <li>• Generate new research ideas</li> <li>• Be critical and self-critical</li> <li>• Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

<p>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 topic 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</p>
--

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 Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assignment	29
	Written assignments	10
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<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>• Written Assignment (Formative, Summative)</li> </ul>	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

*Course Bibliography (Eudoxus)*

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

*Additional bibliography for study*

Πόρποδας, Κ. (2002). Η Ανάγνωση. Πάτρα: Αυτοέκδοση. F. Smith (2006). Κατανοώντας την Ανάγνωση. Θεσσαλονίκη: Επίκεντρο.

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

## YM9 - 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>	YM9	<b>SEMESTER</b>	5 & 6
<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	4	
<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>
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 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 pedagogical practices along the lines of the critical literacy paradigm.</li> </ul> <p>Structure, language use, context, structural, communicative approaches to language teaching, the genre literacy approach, ideology, critical literacy.</p>
<b>General competences</b>

## 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 approach, the communicative approach, attention focuses on 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 development of a critically-oriented literate community - seen to arise out of the interweaving of different kinds of reading and writing practices.

**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
	Literature reading	12
	Final Essay writing	30
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>Students are expected to produce an essay, consisting of a theoretical and practical component. In the theoretical part of the essay, students have 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 principles of the critical literacy paradigm. In addition, few students are given the opportunity to attend to a series of lessons and prepare an essay which they present orally to all other students.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

*Bibliography (Eudoxus)*  
 Κωστούλη, Τρ. (2021). *Το γλωσσικό μάθημα σε τοπικά συγκείμενα: Λόγοι, ταυτότητες, πρακτικές*. Αθήνα: Gutenberg [102-075812]  
 Pappas, Ch. C., L.B. Zecker (eds) (2001) *Αναδομώντας τα κειμενικά είδη του σχολικού γραμματισμού*. Θεσσαλονίκη: Επίκεντρο [14885]

*Further reading:*  
 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, Α. και Φτερνιάτη, Α. (επιμ.) (2000). *Επικοινωνιακές διδακτικές προτάσεις για το γλωσσικό μάθημα στο δημοτικό σχολείο*. Αθήνα: Πατάκης.  
 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., Καραδήμας, Δ. Θ. (2007). *Η διδασκαλία της γλώσσας: Επισημάνσεις, Παρατηρήσεις, Προοπτικές*. Αθήνα: Gutenberg.

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

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

## YM10 - THEORY OF LITERATURE AND EDUCATIONAL PRACTICE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM10	<b>SEMESTER</b>	1 & 2
<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	4	
<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 (Spanish, German)		
<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 thinking 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	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus)

1. V. Alexiou, *Logopraxias. Theoretical projections to literature and language*, Athens 2008, ed. Papazisis (51448)
2. G. Veloudis, *Grammatology. Theory of Literature*, Athens 2011, ed. Patakis (21473)



## YM11 - 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>	YM11	<b>SEMESTER</b>	3,4,5,6
<b>COURSE TITLE</b>	TEACHING LITERATURE: BASIC CONCEPTS AND PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<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=4052">https://elearning.auth.gr/course/view.php?id=4052</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
With the successful completion of the course the students are expected to: <ul style="list-style-type: none"> <li>•Elaborate theoretical notions concerning the relation between literature, society, education</li> <li>•Know a model of teaching literature in primary and secondary education</li> <li>•Discuss a series of specific problems of teaching literature, concerning both the content and the teaching methods</li> <li>•Be able to criticize and assess literature curricula</li> </ul>
<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

<p>The purpose of this course is to offer a systematic framework of principles, aims and methods for teaching literature. In particular, it aims at a critical redefinition of the content and methods of the literature class, informed by cultural studies, theories of literature and children's literature as well as critical pedagogy.</p> <p>Among the issues that are being discussed are:</p> <ul style="list-style-type: none"> <li>•Basic theories of literature that facilitate the understanding of the complexity of the phenomenon of literature and various approaches towards it.</li> <li>•The interrelation between the literary and the educational institution.</li> <li>•The formulation of the literary canon of contemporary Greek literature</li> <li>•The complex issue of teaching values through literature.</li> </ul>
---

- Ways of organizing the literature lesson and teaching approaches for the various literary genres.
  - Theater in education
  - Students assessment in literature 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 Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Fieldwork	10
	Reading Assignment	29
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Assessment through written exams. The assessment criteria are not written but they have been explained many times in class. Those are: a) ability of composition knowledge from many sources: lectures, study of bibliography and various literature curricula. b) critical thinking on the topics that have been discussed in class c) performance in the field	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

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

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

Κωδικός Eudoxus: 31741

Anderson, Richard κ.ά. (1994). Πώς να δημιουργήσουμε ένα έθνος από αναγνώστες/επιμ. Στέλλα Βοσνιάδου, μτφρ. Ανθή Αρχοντίδου κ.ά. Αθήνα: Gutenberg

Καλογήρου, Τζίνα & Κική Λαλαγιάννη επιμ. (2005). Η Λογοτεχνία στο σχολείο. Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές στην Πρωτοβάθμια Εκπαίδευση/εισ. Άντα Κατσίκη-Γκίβαλου. Αθήνα: τυπωθήτω-Γιώργος Δαρδανός.

Σπινκ, Τζων (Spink, John) (1989). Τα παιδιά ως αναγνώστες/μτφρ. Κυριάκος Ντελόπουλος. Αθήνα: Καστανιώτης.

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.

## YM12 - EDUCATIONAL POLICY AND EDUCATIONAL REFORM IN MODERN GREECE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM12	<b>SEMESTER</b>	Winter/Spring
<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	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek (Instruction, Examination)		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/el/class/1/600137575">https://qa.auth.gr/el/class/1/600137575</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
-To understand how the greek educational system has been constructed since 1974 and the international-european context. -To be able to evaluate critically both the past policies and to monitor, to understand and to develop their own views of the current educational policy. -To understand the most important educational laws.
<b>General competences</b>
Apply knowledge in practice Adapt to new situations Appreciate diversity and multiculturalism Be critical and self-critical Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

<p>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.</p>
--

**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>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading assignments	18
	Written assignments	24
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions (Summative) Oral Exams (Summative)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Αλέξης Δημαράς: Ιστορία της Νεοελληνικής Εκπαίδευσης: το ανακοπτόμενο άλμα, Μεταίχμιο, Αθήνα 2013.

Δημ. Φ. Χαραλάμπους (επιμ.): Μεταπολίτευση και εκπαιδευτική πολιτική: παρελθόν-παρόν-μέλλον, Ελληνικά Γράμματα, Αθήνα 2007.

Σήφης Μπουζάκης: Εκπαιδευτικές μεταρρυθμίσεις στην Ελλάδα, τόμ. Β', Gutenberg, Αθήνα 2002.

Α. Καζαμίας: Η εκπαιδευτική κρίση στην Ελλάδα και τα παράδοξά της: μια ιστορική-συγκριτική θεώρηση, στα: Πρακτικά Ακαδημίας Αθηνών, τόμ. 58, 1983.

## YM14 - TEACHING GEOGRAPHY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM14	<b>SEMESTER</b>	5 & 6
<b>COURSE TITLE</b>	TEACHING GEOGRAPHY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	SCIENTIFIC AREA		
<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="http://labrinos.webpages.auth.gr/digital_geography/course/view.php?id=5">http://labrinos.webpages.auth.gr/digital_geography/course/view.php?id=5</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Students:</p> <p>a) will know the geography curricula in other states of the world</p> <p>b) be aware of the changes in the curriculum of primary school Geography made in Greece from 1834 until today</p> <p>c) be aware of the basic elements of a map, how it is taught and what problems they may encounter in teaching.</p> <p>d) will have learned about the site and its importance in understanding the scale</p> <p>e) know about map projections and their importance in the teaching of geography</p> <p>f) are aware of the development of the teaching of geography with the help of digital media.</p> <p>g) will know how to teach abstract concepts in geography</p>
<b>General competences</b>
<p>Apply knowledge in practice</p> <p>Retrieve, analyse and synthesise data and information, with the use of necessary technologies</p> <p>Appreciate diversity and multiculturalism</p> <p>Advance free, creative and causative thinking</p>

## COURSE CONTENT/SYLLABUS

<p>1. Geography education around world 2. Greek Geography curriculum 3. Interdisciplinarity of geography and history 4. Space 1 – School maps 5. Space 2 – Children’s perception of space 6. Orientation 7. First actions in map making 8. Third dimension – Greek relief 9. Map projections 10. Graphicacy – atlases 11. Teaching subtractive concepts 12. Teaching projects at schools</p>
--

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

<b>MODE OF DELIVERY</b>	Face to face
-------------------------	--------------

<b>USE OF ICT</b>	Power point, digital cartography, web mapping	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory work	12
	Reading Assignment	24
	Written assignments	3
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Lambrinos N. 2009. Teaching about school geography. GRAFIMA Press. Thessaloniki p.294

Katsikis A. 1999. Didactics in Geography. Tipothito - Giorgos Dardanos

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/>)

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

Rellou, M. and Lambrinos, N., 2008. The School Geography Curriculum in European Geography Education. Similarities and differences in the United Europe. In: "European Geography Education: The Challenges of a New Era", Nikos Lambrinos and Maria Rellou (eds.), Pathways in Geography, No. 36, National Council for Geographic Education, Washington D.C., pp.1-20.

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

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.

Repanidou, I., Lambrinos, N., 2021. The magic of distance measurement on global digital maps: Pilot application and experiential approaches in Primary Education. Proceedings of 12<sup>th</sup> PanHellenic Conference of ENEFET. Athens, November 19-21, 2021.

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, 2021, 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)

Mouratidis, A., Lambrinos, N., Repanidou, I., 2022. Space and STEM education at school: the contribution of the Greek office ESERO. 3rd Panhellenic SCIENTIX Conference on STEM education. NTUA, Athens, September 23-25, 2022.

Mouratidis ,A., N. Lambrinos, I. Repanidou, Z. Pantazopoulou, A. Nikolaidis, 2022. Space and STEM Education at school: the contribution of ESERO Greece and the opportunities for Geodidactics, 16th International Congress of the Geological Society of Greece, October, 17-19, 2022, Bulletin of the Geological Society of Greece, Patras, Greece

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM15	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	TEACHING MATHEMATICS: BASIC THEORIES AND PRACTICES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Compulsory Course		
<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/1/600141097">https://qa.auth.gr/en/class/1/600141097</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>By the end of the course students will demonstrate that they have:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Been able to search and select teaching approaches in mathematics that enhance children's creative learning</li> <li>• Developed their understanding of foundational mathematics concepts and procedures and their place in the teaching and learning of mathematics.</li> <li>• Learned to design mathematical activities in primary school that place an emphasis on effective teaching strategies.</li> <li>• Reflected on the pedagogy of teaching mathematics and on the teaching approaches they use most and least frequently and why.</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>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:</p> <ul style="list-style-type: none"> <li>• What is mathematics? What does it mean 'to know' or 'to do mathematics'?</li> <li>• Mathematical concepts and ideas. Learning environments for teaching mathematics.</li> </ul>
---

- 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.
  - 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>		
<b>USE OF ICT</b>	Yes	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading assignment	29
	Written assignments	10
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written Exam with Extended Answer Questions, Written Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

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

Diezmann, M.C., Watters, J.J. & English, L.D. (2001). Difficulties confronting young children undertaking investigations. In M. Van Den Heuvel-Penhuizen (ed.), *Proceedings of the 25th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 289-296). Utrecht, The Netherlands: Utrecht University.

Elia, I. & Gagatsis, A. (2006). The effects of different modes of representation on problem solving: Two experimental programs. In J. Novotna, H. Moraova, M. Kratka & N. Stehlikova (eds.), *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 25-32). Prague: PME.

Ζαχάρος, Κ. (2006). *Οι μαθηματικές έννοιες στην προσχολική εκπαίδευση και η διδασκαλία τους*. Αθήνα: Μεταίχμιο.

Ηλιοπούλου, Μ. (1998). *Παίζω και καταλαβαίνω*. Αθήνα: Εκκρεμές.

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.

Kline, M. (1990). *Γιατί δεν μπορεί να κάνει πρόσθεση ο Γιάννης*. Θεσσαλονίκη: Βάνιας.

Κολέζα, Ε. (2009). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Τόπος.

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.
- Schoenfeld, A.H. (1992). Learning to think mathematically: problem solving, meta-cognition and sense making in mathematics. In D.A. Grouwes (ed.), *Handbook of research in mathematics teaching and learning* (pp.334-370). NY: Macmillan.
- 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.
- Τζεκάκη, Μ. (1998). *Μαθηματικές δραστηριότητες για την προσχολική ηλικία*. Αθήνα: Gutenberg.
- Van Cleave's, J. (1997). *Γεωμετρία για παιδιά*. Αθήνα: Gutenberg.
- Van Cleave's, J. (1996). *Μαθηματικά για παιδιά*. 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.
- Φιλίππου, Γ. & Χρίστου, Κ. (2000). *Διδακτική των μαθηματικών*. Αθήνα: Τυπωθήτω, Δαρδανός.

**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>
By the end of the course students will be able to: <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>
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**

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: <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

## YM17 - 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>	YM17	<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>
<p>After the end of the course student-teachers are able to:</p> <ol style="list-style-type: none"> <li>1. Design and develop teaching material for teaching science in the primary school.</li> <li>2. Design and develop teaching strategies and apply suitable teaching methods for teaching science in the primary school.</li> <li>3. Teach science and aim their pupils to develop skills and attitudes in the context of scientific literacy.</li> <li>4. Design and develop slowmotion movies for or with their pupils in order to teach the nature of science.</li> <li>5. Teach science through narratives in the primary school.</li> </ol>
<b>General competences</b>
<p>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</p>

## COURSE CONTENT/SYLLABUS

<p>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:</p> <ol style="list-style-type: none"> <li>a) Why teach science in the primary school?</li> <li>b) What teaching material should be used in order to support science teaching?</li> <li>c) How should we teach science in the primary school?</li> <li>d) What methods of evaluation shall we use in order to assess science teaching and learning?</li> </ol>
--

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.

## YM18 - 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>	YM18	<b>SEMESTER</b>	1 & 2
<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	4	
<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

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 * Contemporary Environmental Problems II: Ozone depletion, Soil, Air, Water Pollution, Unreasonable Costs, Over-consumption * Ecological, Energy and Water Footprint * Principles and Philosophy of Environmental Education and Education for Sustainable Development * UNESCO Sustainability Goals * UNESCO Sustainability Education Goals * New Curriculum and Sustainable Development Goals for Sustainability Education in Greece * Interdisciplinarity in Education for Sustainable Development * Selection, Design, Implementation and Assessment of Environmental Education / Education for Sustainability Education Programs - The Project Method - Practical Implementation * Typical and Experienced Activities in EE - Practical Implementation * ICTs and EE/ESD * Role Playing * Field Activities * Environmental Games * Summary
---

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

<b>MODE OF DELIVERY</b>	Face-to-face
-------------------------	--------------

<b>USE OF ICT</b>	Use of ICT in Teaching and in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lecturing	78
	Preparation for Lecturing	5
	Preparation of intermediate elective tasks	5
	Preparation for the final examinations	30
	Exams	2
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written Examinations with two multiple choice scales (100%).	

### SUGGESTED READING LIST/ BIBLIOGRAPHY

Suggested books:

Γεωργόπουλος Α. (2014). Περιβαλλοντική Εκπαίδευση. Ζητήματα ταυτότητας. Δαρδανός Γ. – Δαρδανός Κ. ΟΕ, Αθήνα. Gutenberg. ISBN 978-960-01-1642-7.  
 Φλογαΐτη, Ε., (2011). Περιβαλλοντική Εκπαίδευση, Πεδίο Α.Ε., Αθήνα (Εύδοξος: 12405074)

Further reading:

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.

UNESCO (2006). Teaching and learning for a sustainable future. UNESCO. Διαθέσιμο στο <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

Γεωργόπουλος, Α. (2000). Γη: Ένας μικρός και εύθραυστος πλανήτης. Αθήνα: Gutenberg.

Νέο Πρόγραμμα Σπουδών για το Περιβάλλον και την Εκπαίδευση για την Αειφόρο Ανάπτυξη (2011). Διαθέσιμο στο <http://digitalschool.minedu.gov.gr/info/newps.php>, Προσπελάθηκε 1 Μαρτίου 2013

Τι είναι η Περιβαλλοντική Εκπαίδευση. Πύλη Παιδαγωγικού Υλικού Περιβαλλοντικής Εκπαίδευσης. Διαθέσιμο στο <http://www.env-edu.gr/Chapters.aspx?id=166>, Προσπελάθηκε 1 Μαρτίου 2013.

Τι είναι το οικολογικό αποτύπωμα; Διαθέσιμο στο <http://medsos.gr/medsos/2008-08-12-07-20-53/2009-06-17-14-45-56/2009-06-17-14-48-33/750-2009-12-16-11-51-50.html>, προσπελάθηκε 1 Μαρτίου 2013

Φέρμελη, Γ., Ρουσομουστακάκη – Θεοδωράκη, Μ., Χατζηκώστα, Κ., Γκαϊτλιχ, Μ. (2009). Οδηγός Ανάπτυξης Δραστηριοτήτων Περιβαλλοντικής Εκπαίδευσης, ΥΠ.Ε.Π.Θ. - Αθήνα. Διαθέσιμο στο <http://www.env-edu.gr/ViewPack.aspx?id=42>, Προσπελάθηκε 1 Μαρτίου 2013.



## YM19 – RESEARCH METHODS IN EDUCATION

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	YM19	SEMESTER	1 & 2
COURSE TITLE	METHODOLOGY OF EDUCATIONAL RESEARCH		
EDUCATIONAL MATERIAL TYPES	WEEKLY HOURS OF TEACHING	ECTS	
	3	4	
COURSE CATEGORY	SPECIFIC FOUNDATION/CORE		
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>
At the completion of the course, students are expected <ul style="list-style-type: none"> <li>➤ To state clearly research questions and research hypotheses</li> <li>➤ To identify the various research designs and their properties</li> <li>➤ To choose the appropriate research design related to specific research questions</li> <li>➤ To implement various data collection methods</li> </ul> To develop their own research design according to the epistemological frames of basic research, action research and evaluation research
<b>General competences</b>
<ul style="list-style-type: none"> <li>• implementation of methodological knowledge in research settings</li> <li>• search, analysis and synthesis of data by using ICT</li> <li>• autonomous work</li> <li>• team-work</li> <li>• collaborations in scientific groups</li> <li>• design of research works</li> <li>• respect for diversity and multiculturalism</li> <li>• promotion of free, innovative and abductive thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

The course initiates students into the details of planning and designing educational research. In particular, we will focus on a) the quantitative and qualitative research designs and their epistemological grounding and (b) the quantitative and qualitative data collection techniques and to their respective sampling procedures. As far as the quantitative research designs are concerned, experimental, cross-sectional, longitudinal and comparative designs are presented whilst as far as the qualitative designs we will emphasize case study, biographical, narrative and ethnographic designs. In addition, criteria of posing research questions framed by basic, action and evaluation research purposes will be developed. By using examples drawn from educational settings, we will clarify how questionnaires are constructed (scales, indexes, operationalization), how interview variants are handled (semi-structured, narrative and biographic) and the meaning of validity and credibility for qualitative and quantitative methods.

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

<b>MODE OF DELIVERY</b>	FACE TO FACE	
<b>USE OF ICT</b>	ICT are implemented throughout the various parts of research designs (literature review, data analysis and data presentation), for mediating student – teacher relations (e-learning platform) and for exchanging methodological ideas among students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Workshop	10
	Reading of articles	19
	Homework assignment	10
	Final exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Assessment is implemented through individual or team assignment and through individual final exams. Assessment methods <ul style="list-style-type: none"> <li>• written tasks in which students respond through long or short answers</li> <li>• students are asked to solve methodological problems related to research designs</li> <li>• workshop assignments</li> </ul>	

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

## YM20 - 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>	YM20	<b>SEMESTER</b>	1 & 2
<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	4	
<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 is 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 the familiarisation of students with the History of Art, aiming at 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 and the opening of their horizons, which is achieved through their broader cultural cultivation and awareness. A parallel objective is to enable students to respond to the modern approach to global knowledge through interdisciplinary applications, realising how the arts can contribute significantly to the abolition of 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	16
	Artistic Workshop	20
	Interactive Teaching in Computer Lab	6
	Written assignments/ final exams	20
	Artistic creation/ project	10
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written assignment/ final exams (60%) and a creative artistic project (40%). Oral examination is an alternative form of class evaluation for those who cannot confidently meet the other 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

Μαγουλιώτης Α. (2014). *Εικαστική Παιδαγωγική*. Αθανασόπουλος & ΣΙΑ Ι.Κ.Ε  
Σωτηροπούλου-Ζορμπαλά, Μ. (2020). *Ενσωματώντας τις τέχνες στην Εκπαίδευση*. Πεδίο.  
Χαραλαμπίδης, Α. (2010). *Τέχνη, βλέπω - γνωρίζω – αισθάνομαι*. University Studio Press Α.Ε.  
Ρόμπισον, Κ., (1999). *Οι Τέχνες στα Σχολεία*. Εκδ. Καστανιώτης.  
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.**

**YM21 - 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>	YM21	<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>120</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.

## YM22 - 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>	YM22	<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>

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YM23	<b>SEMESTER</b>	Winter/Spring
<b>COURSE TITLE</b>	PEDAGOGY, ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) AND INSTRUCTIONAL DESIGN		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation/Core		
<b>PREREQUISITE COURSES/CLASSES</b>	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>
By the end of the course, students will be expected: <ul style="list-style-type: none"> <li>To familiarize themselves with the process of integrating ICT use in teaching and learning</li> <li>To be able to classify, organize and categorize educational software applications and review - evaluate their advantages and limitations</li> <li>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</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>Work autonomously</li> <li>Work in teams</li> <li>Work in an interdisciplinary team</li> <li>Design and manage projects</li> <li>Appreciate diversity and multiculturalism</li> <li>Advance free, creative and causative thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

**Module Aim:**  
The theoretical examination and practical understanding of issues related to the pedagogical use of traditional and modern educational technologies and the systematic investigation of the processes entailed in the design, creation, use, evaluation and management of various teaching media and learning resources.

**Learning Objectives:**  
Within the duration of the course, students will hopefully:  
Investigate the multi-dimensional role of Information and Communication Technologies (ICTs) in the Primary school curriculum.  
Develop awareness of the multi-faceted educational technologies and software applications available for school use and examine the processes and practicalities of using ICTs in the teaching and learning of various curriculum subjects.  
Approach in theoretical and practical terms the teaching and learning opportunities of using the Internet and Web 2.0 technologies in education.

**Module Content:**  
The content of this module is developed around four main thematic areas which may be analyzed as follows:

- The pedagogical use of educational technologies in teaching practice: Issues of design, selection and use of teaching media and learning materials. Integrating ICT in the process of teaching. Types and taxonomies of educational technologies, media and materials with an emphasis on educational software. Characteristics, advantages and limitations of educational technologies, media, and materials. Criteria of selecting educational technologies, media, and materials for use in the classroom.
- Lab activities  
Teaching and Learning through ICT tools – Social Sciences and Humanities  
Teaching and Learning through ICT tools – Mathematics and Natural Sciences  
Educational materials, tools and software on the World Wide Web – Web 2.0 technologies and services
- Issues of evaluating online educational materials and websites. Communication through the Internet. Learning by Distance

**Organization and methodology:**  
The module is consisted of four main thematic areas, each of which has a duration of 10-13 hours. A high percentage of teaching and learning time (65%) is going to be taught through exposition and presentation by tutor, group discussions, whole-class demonstrations and activities. The remaining time (35%) is involving hands-on practical lab exercises in which students will be required to create and develop educational materials in a systematic and organized fashion.

**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	10
	Assignments	29
	Exams	3

	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>Students are assessed by:</p> <p>(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).</p> <p>(2) Written or oral examinations concerned with the analysis of the theoretical part of the course (50% of the final grade).</p> <p>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**

Timothy J. Newby, Donald Stepich, James Lehman, James D. Russell (2005) Educational Technology for Teaching and Learning (3rd Edition). NY: Prentice Hall

Additional Bibliography:

Drenoyianni, 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.

Cuban, Larry. The Classroom Use of Technology Since 1920. New York: Teachers College Press, Columbia University, 1986.

Cuban, L., & Cuban, L. (2009). Oversold and underused: Computers in the classroom. Harvard University Press.

Watson, D. (2006). Understanding the relationship between ICT and education means exploring innovation and change. Education and Information Technologies, 11(3-4), 199-216.

Loveless, A., & Ellis, V. (Eds.). (2001). ICT, pedagogy and the curriculum: Subject to change. Psychology Press.

Loveless, A. (2003). Creating spaces in the primary curriculum: ICT in creative subjects. Curriculum journal, 14(1), 5-21.

Loveless, A. (1996). The role of IT: Practical issues for the primary teacher. Cassell.

Drenoyianni, H. (2004). Designing and implementing a project-based ICT course in a teacher education setting: rewards and pitfalls. Education and Information Technologies, 9(4), 387-404.

Drenoyianni, H., Selwood, I., & Riding, R. (2002). Searching Using 'Microsoft® Encarta™'. Education and Information Technologies, 7(4), 333-342.

Beauchamp, G. (2011). Interactivity and ICT in the primary school: categories of learner interactions with and without ICT. Technology, Pedagogy and Education, 20(2), 175-190.

Foshay, R., & Ahmed, M. I. (2000). A practical process for reviewing and selecting educational software. Technical Paper.(ERIC Document reproduction service No. ED 464 608).

McDougall, A., & Squires, D. (1995). A critical examination of the checklist approach in software selection. Journal of Educational Computing Research, 12(3), 263-274.

Squires, D., & MacDougall, A. (1994). Choosing and Using Educational Software: A Teacher's Guide. Routledge.

## 4.3 COMPULSORY ELECTIVE COURSES WITH PRACTICUM

## YEMΠ1- LITERACY ACQUISITION IN PRIMARY GRADES: TEACHING PRACTICES

YEMΠ1

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ1	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	LITERACY ACQUISITION IN PRIMARY GRADES: TEACHING PRACTICES		
<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>
On the successful completion of the course students will be able to: <ul style="list-style-type: none"> <li>• Create their own teaching materials for language teaching.</li> <li>• Use various texts and analysing them with their students.</li> <li>• Design teaching practices for the development of critical literacy.</li> <li>• Embed the teaching of language units in the analysis of texts.</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>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work in teams</li> <li>• Design and manage projects</li> <li>• Appreciate diversity and multiculturality</li> <li>• Be critical and self-critical</li> </ul>

## 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 construals 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>	YES	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	24
	Group cooperation	40
	Literature reading	30
	Practicum in school classes	30
	Essay writing	26
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Assignment (Formative, Summative) Performance / Staging (Formative, Summative) Laboratory Assignment (Formative, Summative)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course Bibliography (Eudoxus)  
Taylor, B. & Pearson, D. (2009). Διδάσκοντας την Ανάγνωση. Αποτελεσματικά σχολεία επιτυχημένοι εκπαιδευτικοί. Θεσσαλονίκη: Επίκεντρο.  
Additional bibliography for study  
Smith, F. (2006). Κατανοώντας την Ανάγνωση. Θεσσαλονίκη: Επίκεντρο.  
Χαραλαμπόπουλος, Α. & Χατζησαββίδης, Σ. (1997). Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: Θεωρία και πρακτικές εφαρμογές. Θεσσαλονίκη: Κώδικας.

**YEMP2- Critical literacy and Functional Systemic Grammar: Implications to classroom practice**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMP2	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	CRITICAL LITERACY AND FUNCTIONAL SYSTEMIC GRAMMAR: IMPLICATIONS TO CLASSROOM PRACTICE		
<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=12834">https://elearning.auth.gr/course/view.php?id=12834</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• appreciate the dialectical relationship between language use and society, i.e. understand the way language works as a social practice,</li> <li>• be able to read texts as ideological resources,</li> <li>• be able to identify, through the SFL paradigm, the way by which lexicogrammatical means and multimodal resources may be used by writers in the process of signaling specific positions and stances that privilege certain discourses rather than others.</li> <li>• be able to design and implement a thematic unit instantiating the premises of the critical literacy paradigm,</li> <li>• be able to reflect upon classroom culture and read the way a dialogic literate culture may be created through their choice of texts and pedagogical practices.</li> </ul>
<b>General Competences</b>

**COURSE CONTENT/SYLLABUS**

<p>This course discusses the basic premises that constitute the critical literacy paradigm, that has been recently developed in the language teaching and literacy learning literature, and illustrates the way these premises may be used in Greek classroom communities, redefining aspects of language use, patterns of meaning making as well as teaching and learning practices.</p> <p>Moving away from the prevailing view of language, which is traditionally seen as a neutral</p>
---



resource that mirrors a preexisting reality, and from pedagogical approaches prevailing in the Greek context, and which foster the static implementation of (usually isolated from each other) reading and writing activities, the course, through the critical literacy paradigm and the Systemic Functional Grammar, as developed by Halliday and Martin, aims to enrich students' understanding of language as an ideological resource.

The course has a twofold aim, a theoretical and a pedagogical one. On the theoretical front, it aims to develop students' understanding of the ideological nature of language use and sharpen their understanding of texts, seen as indexes to wider social discourses. The discussion aims to help students appreciate the way by which language, working along with image and other semiotic tools, is instrumental for constructing specific Discourses, for privileging certain representations of the world (while excluding others) as well as for projecting specific literate as well as social identities.

On the practical level, the course offers students with the necessary tools through which they may critically reflect upon the specifics of classroom life and appreciate the way pedagogical practices – concerning both the texts used as well as the reading and writing processes designed - work to constitute certain meanings rather than other, to index certain literate and social identities, to privilege certain representations of language use, teaching and learning as more versus less valid.

Critical literacy pedagogy, SFL grammar, dominant discourses, dialogic communities, heteroglossia, texts as indexes of ideological meanings, reading and writing as social practices.

**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	25
	Seminars with groups to design a thematic unit	35
	Practice in schools [attending classrooms and implementing a thematic unit]	40
	Classroom Presentations	30
	Essay writing	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESSMENT</b>	Students visit a classroom community in which they are required, by applying the tools taught, to delineate the culture of the classroom community as created through the texts selected and the pedagogical practices designed. In addition, students are asked to design a thematic unit that instantiates the critical literacy pedagogy and implement it in the classroom community they attend. In short, by reflecting upon their own reading and writing activities as contexts shaping one another and existing in a dialectical relationship to society, this course aims to offer	

students with much-needed metalanguage through which they may read their own practices and appreciate the way these contribute to the construction of “effective” classroom communities.

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Αρχάκης, Αργ., και Β. Τσάκωνα (2011). *Ταυτότητες, αφηγήσεις και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.
- Comber, B. & Simpson, A. (επιμ.) 2001. *Negotiating Critical Literacies in Classrooms*. Mahwah, Lawrence Erlbaum Associates.
- Kress, G. (2003) *Γλωσσικές διαδικασίες σε κοινωνικοπολιτισμική πρακτική*. (μετφρ. Ελ. Γεωργιάδη). Αθήνα: Σαββάλας.
- Κωστούλη, Τ (2000). *Κειμενοκεντρική προσέγγιση και κοινωνική/κριτική εγγραμματοσύνη: Η συμβολή της παιδικής λογοτεχνίας*. Virtual School, The Sciences of Education Online 2 (1).
- Κωστούλη, Τ. (2008). Κριτική ανάλυση του γραμματισμού της σχολικής τάξης: Βασικές θέσεις και άξονες μελέτης. Στο Μόζερ, Αμ. Και άλλοι (επιμ.). *Γλώσσας χάριν: Τόμος αφιερωμένος από τον Τομέα Γλωσσολογίας στον καθηγητή Γ. Μπαμπινιώτη*. (577-590). Αθήνα: Ελληνικά Γράμματα.
- Κωστούλη, Τρ. (υπό δημ.) *Διαλογικότητα, πολυφωνία, γραμματική και ανάγνωση στο σχολείο: Η Κριτική Ανάλυση Λόγου στην παιδαγωγική πράξη*. Στον τιμητικό τόμο για τον καθηγητή Ν. Μήτση.

## ΥΕΜΠ4

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΥΕΜΠ 4	<b>SEMESTER</b>	7-8
<b>COURSE TITLE</b>	New teaching practices in literature class		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Compulsory optional		
<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>
On the successful completion of the course students will be able to: <ul style="list-style-type: none"> <li>• Design teaching scenarios for reading whole children's' books</li> <li>• Design reading activities in and outside school (libraries, museums)</li> <li>• Imbed in literature teaching other arts, such as drama, music and cinema as well as ICT</li> <li>• Appreciate and assess children's' reception of literary works</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>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work in teams</li> <li>• Work individually</li> <li>• Design and manage projects</li> <li>• Appreciate diversity and multiculturality</li> <li>• Be critical and self-critical</li> </ul>

## COURSE CONTENT/SYLLABUS

The course consists of five units: <ul style="list-style-type: none"> <li>• Reading literature books in Elementary School (its integration in the school curriculum, its relation with other school subjects, the project method, the team work, the ICT)</li> <li>• Preparing teaching scenarios (their construction, choosing topic, choosing appropriate texts, posing goals and skills, designing activities, implementing ICT)</li> <li>• Focus on teaching activities of a wide variety</li> <li>• Connection of literature teaching to extra – curricular activities such as school celebrations, educational visits, literary events.</li> </ul>
--

- Design reading activities outside school, in libraries, book fairs, children's camps etc..

**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	27
	Seminars	12
	Reading assignment	41
	Team work	40
	Practicum in schools	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written Assignment (Formative, Summative) Performance / Staging (Formative, Summative) Laboratory Assignment (Formative, Summative)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Αποστολίδου, Βενετία, Βικτωρία Καπλάνη & Ελένη Χοντολίδου (επιμ.), *Διαβάζοντας λογοτεχνία στο σχολείο... μια νέα πρόταση διδασκαλίας*, Αθήνα, τυπωθήτω-Γιώργος Δαρδανός, 2000 Κωδικός Εύδοξος 31191
- Αποστολίδου Β., Δ. Κόκορης, Μ. Μπακογιάννης & Ε. Χοντολίδου (επιμ.), *Λογοτεχνική ανάγνωση στο σχολείο και στην κοινωνία*, Αθήνα, Gutenberg, 2018
- Β. Αποστολίδου, «Η λογοτεχνία στα νέα περιβάλλοντα των ΤΠΕ: Κυβερνολογοτεχνία και e-books, ψηφιακές κοινότητες αναγνωστών, δημιουργική γραφή και αφήγηση στον ψηφιακό κόσμο». Κέντρο Ελληνικής Γλώσσας, 2012  
[http://www.greeklanguage.gr/sites/default/files/digital\\_school/3.1.2\\_apostolidou.pdf](http://www.greeklanguage.gr/sites/default/files/digital_school/3.1.2_apostolidou.pdf)
- Παπαρούση, Μαρία (2019). *Η λογοτεχνία στη διδακτική πράξη: Αναγνωστικές και κριτικές προσεγγίσεις*. Αθήνα: Gutenberg.
- Φρυδάκη, Ευαγγελία & Παπαγεωργάκης, Δημήτρης (2022). *Διαλογικότητα και λογοτεχνική εκπαίδευση*. Αθήνα: Κριτική.
- Ε. Γιαπανίδου, Ε. Δρακάκη, Κ. Ζανίδου, Φ. Ιερεμιάδου, Ε. Παπανικολάου, Ζ. Πούλου, «Δράσεις προώθησης της φιλιαναγνωσίας σε εξωσχολικά περιβάλλοντα. Καταγραφή – Αξιολόγηση – Πρόταση», στον τ. *Καλλιεργώντας τη φιλιαναγνωσία*, ό.π., σ. 344-354.

## YEMΠ6- MEDIA LITERACY AND TEACHING LANGUAGE: FROM THEORY TO PRACTICE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ6	<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>	
	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

<b>Learning outcomes</b>
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Creatively use a variety of media as sources of information and knowledge for the teaching of language.</li> <li>• Critically analyze, evaluate and reflect on the various structures and forms of media as sources of information.</li> <li>• 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.</li> <li>• Understand the ways in which media messages are addressed, received and interpreted by the students.</li> <li>• Develop a critical and exploratory attitude towards the media.</li> <li>• Cultivate basic communication skills and develop expressive-creative skills.</li> <li>• 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.</li> <li>• Develop a personal, social and political perception.</li> <li>• Explore the ways in which communities may be associated with local media.</li> <li>• Familiarize themselves with teaching language in real-world conditions.</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> </ul>

- Work autonomously
- Work in teams
- Work in an interdisciplinary team
- 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

The module focuses on 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.

**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>Work load (hours)</b>
	Lectures	78
	Laboratory work	12
	Classroom practice	15
	Literature reading	15
	Essay writing	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	<p>Students are assessed by:</p> <ul style="list-style-type: none"> <li>▫ Laboratory assignment (20% of the final grade).</li> <li>▫ Written assignment (60% of the final grade).</li> <li>▫ Oral presentations (20% of the final grade).</li> </ul> <p>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):**

- Καμαριανός, Ι. Χ. (2005). *Εξουσία, ΜΜΕ και εκπαίδευση* (1η εκδ.). Αθήνα: Δαρδανός.
- Πλειός, Γ. (2021). *Παραπονημένες Ειδήσεις (Fake News): Ο μετασχηματισμός της προπαγάνδας στην κοινωνία της ενημέρωσης*. Αθήνα: Gutenberg.

**Additional bibliography for study:**

- Buckingham, D., & (2008). *Εκπαίδευση στα ΜΜΕ: Αλφαριθμητισμός, μάθηση και σύγχρονη κουλτούρα*, Ε. Κούρτη (Επιμέλεια). Αθήνα: Ελληνικά Γράμματα.
- Curran, J. (2005). *Μέσα επικοινωνίας και εξουσία*. Αθήνα: Καστανιώτης.
- Γαλάνη, Α., & 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.
- Graddol, D., Boyd-Barrett, O., & (2001). *Κείμενα των ΜΜΕ: Συγγραφείς και αναγνώστες*, Ι. Φ. Βλαχόπουλος (Επιμ.). Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.
- Ιορδανίδου, Σ., Παπαδημητρίου, Σ., Βαλσαμίδου, Α. (Επιμ.), (2018). *Εγγραμματισμός στα μέσα: Media Literacy: Σε αναζήτηση της έννοιας και της λειτουργίας της*. Αθήνα: Μεταμεσονύκτιες εκδόσεις
- Κυρίδης, Α., & Κασίδου, Σ. (2001). Η εκπαίδευση για τα Μέσα Μαζικής Επικοινωνίας: Το παράδειγμα της τηλεόρασης. *Νέα Παιδεία*
- Λέανδρος, Ν. (2008). *Επιχειρηματικές στρατηγικές στη βιομηχανία των μέσων* (1η εκδ.). Αθήνα: Καστανιώτης.
- Macedo, D. & Steinberg, S. (2007). *Media literacy: A reader*. New York: Peter Lang.
- 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.

Notes in electronic form (<https://elearning.auth.gr/course/view.php?id=10243>)



## YEMΠ7- 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>	YEMΠ7	<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>	Compulsory 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/1/600141088">https://qa.auth.gr/en/class/1/600141088</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>By the end of the course students will demonstrate that they have:</p> <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 search, select and apply teaching approaches in mathematics that enhance children's creative learning</li> <li>• Learned to design mathematical activities in primary school that place an emphasis on enquiry-based approaches.</li> <li>• Continued to develop a considered rationale for choice of teaching approaches.</li> <li>• 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.</li> <li>• Developed their understanding of ways of working with colleagues in order to develop mathematical knowledge for teaching.</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  Design and manage projects  Appreciate diversity and multiculturality  Be critical and self-critical  Advance free, creative and causative thinking</p>

## 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>		
<b>USE OF ICT</b>	Yes	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	10
	Reading assignment	20
	Internship	22
	Written assignments	20
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	Written assignment, report, performance/staging.	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

- Βοσνιάδου, Σ. (1998, επιμ.). *Η ψυχολογία των μαθηματικών*. Αθήνα: Gutenberg.
- Diezmann, M.C., Watters, J.J. & English, L.D. (2001). Difficulties confronting young children undertaking investigations. In M. Van Den Heuvel-Penhuizen (ed.), *Proceedings of the 25th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 289-296). Utrecht, The Netherlands: Utrecht University.
- Elia, I. & Gagatsis, A. (2006). The effects of different modes of representation on problem solving: Two experimental programs. In J. Novotna, H. Moraova, M. Kratka & N. Stehlikova (eds.), *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 25-32). Prague: PME.
- Ζαχάρος, Κ. (2006). *Οι μαθηματικές έννοιες στην προσχολική εκπαίδευση και η διδασκαλία τους*. Αθήνα: Μεταίχμιο.
- Ηλιοπούλου, Μ. (1998). *Παίζω και καταλαβαίνω*. Αθήνα: Εκκρεμές.
- 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.
- Kline, M. (1990). *Γιατί δεν μπορεί να κάνει πρόσθεση ο Γιάννης*. Θεσσαλονίκη: Βάνιας.
- Κολέζα, Ε. (2009). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Τόπος.
- 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.
- Schoenfeld, A.H. (1992). Learning to think mathematically: problem solving, meta-cognition and sense making in mathematics. In D.A. Grouwes (ed.), *Handbook of research in mathematics teaching and learning* (pp.334-370). NY: Macmillan.
- 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.
- Τζεκάκη, Μ. (1998). *Μαθηματικές δραστηριότητες για την προσχολική ηλικία*. Αθήνα: Gutenberg.
- Van Cleave's, J. (1997). *Γεωμετρία για παιδιά*. Αθήνα: Gutenberg.
- Van Cleave's, J. (1996). *Μαθηματικά για παιδιά*. 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.
- Φιλίππου, Γ. & Χρίστου, Κ. (2000). *Διδακτική των μαθηματικών*. Αθήνα: Τυπωθήτω, Δαρδανός.

## YEMΠ9 - DIGITAL APPLICATIONS FOR THE 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>	YEMΠ9	<b>SEMESTER</b>	8
<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>	KNOWLEDGE DEEPENING / CONSOLIDATION		
<b>PREREQUISITE COURSES/CLASSES</b>	-----		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK / English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	http://atlaswikigr.wikifoundry.com YouTube: atlas movies channel		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<i>In the end, students will be able to:</i> - use digital applications to teach science, geography and mathematics in elementary school teaching - create digital narratives about sciences - know what GIS and webmapping are - work on QGIS and ArcGIS Online software by building and publishing maps - recognize when a teaching situation is facilitated by the use of digital mathematics technologies and be able to choose the appropriate technology at a time
<b>General Competences</b>
Apply knowledge in practiced Retrieve, analyse and synthesise data and information, with the use of necessary technologies Work in teams Work in an interdisciplinary team Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

<ul style="list-style-type: none"> <li>- What GIS and web mapping are</li> <li>- How to use QGIS</li> <li>- How to use ArcGIS Online in the class</li> <li>- Programming and Mathematics in the Logo-based environment of Malt</li> <li>- Mathematical activities in the Dynamic Geometry Software of Geogebra</li> <li>- The use of spreadsheets in Mathematics Teaching</li> <li>- Digital narratives for science teaching</li> <li>- Web based learning environments for science teaching</li> </ul>
---

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

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Use of Power point, internet, cloud mapping, interactive web pages, digital narratives, open data, YouTube, QGIS, ArcGIS Online, ATLAS, Geogebra.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Seminars	9
	Laboratory work	18
	Reading Assignment	10
	Internship	12
	Written assignments	20
	Exams	3
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Ball, L., Drijvers, P., Ladel, S., Siller, H. S., Tabach, M., & Vale, C. (2018). *Uses of Technology in Primary and Secondary Mathematics Education*. Springer.

Clark-Wilson, A., Robutti, O., & Sinclair, N., 2014. *The Mathematics Teacher in the Digital Era: An International Perspective on Technology Focused Professional Development (Vol. 2, Mathematics Education in the Digital Era)*. Dordrecht: Springer

Galani, A., Rokka, A., 2016. «Teaching Geography with a computer», Gutenberg Publ., Athens (in Greek).

Hazlett, B., & Jelen, B., 2006. *Excel for The Math Classroom*. Tickling Keys, Inc..

Lambrinos, N., 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/>)

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 (Societa Geographica Italiana), Rome, p.186.

Seroglou, F., Markopoulos, I. N., Aduriz-Bravo, A., Vourlias, K., Gentzi, E., Koulountzos, B., Letsi, A., Panatsa, N., Papadopoulos, P., Tzampazi, A., Tsarsiotou, Z. & Hatzikou, S. (2017). *Opening science towards society: Science teaching in scientific, cultural and ethical dimensions*. Scientific books series Science – Technology – Philosophy – Didactics. Thessaloniki: University Studio Press Publications (in Greek).

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ10	<b>SEMESTER</b>	7
<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>	YES		
<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**

Sustainability and Sustainability Principles (Sustainable Development and Sustainability Education) \* Current Primary School Curricula, New Sustainability Studies Programs \* UNESCO Sustainability Goals \* Teaching Approaches to ESD (project, case study, etc.) \* Curriculum-based teaching \* Design and implementation of sustainability programs by groups of preservice-students at elementary school \* Use of concept maps \* Role playing \* Field visits \* Use of new technologies \* Practical training \* Assessment of teachings \* Indoor and outdoor games for the teaching of sustainability concepts \* Organization and realization of teaching learning sequences (TLS) in areas with social, scientific, economic and cultural characteristics that will emerge sustainability aspects.

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

<b>MODE OF DELIVERY</b>	Lectures - Practices - Field visits - Simulations - Games, Tutorials, Real Class Teaching.	
<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	16
	Interactive and psychomotor games	50
	Site visits	12
	Preparation of weekly tasks	20
	Organizing, implementing and evaluating a real-life project in schools	50
	Evaluation	2
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	i. Engagement to the weekly meeting (20%) Weekly deliverables of work during the semester (40%), ii. Teaching (40%)	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Shallcross Tony, Robinson John, Pace Paul, Wals Arjen, Bezzina Christopher, Niiranen - Niitty Hanna, McDonnell Pat, Almeida Fatima Matos (2009). Δημιουργώντας βιώσιμα σχολικά περιβάλλοντα, Αθήνα, Επίκεντρο Α.Ε.. (κωδικός στον Εύδοξο: 14921).

UNESCO (2006). Education for Sustainable Development Toolkit. Available at <http://unesdoc.unesco.org/images/0015/001524/152453eo.pdf>.

Σέμογλου, Κ. και Τζάνη, Β. (2014). Παίζω και Μαθαίνω ...Μελέτη Περιβάλλοντος. ΙΩΝ. (Εύδοξος: 41964019)

Ταρατόρη-Τσαλκατίδου Ελένη (2015). Η Μέθοδος Project στη Θεωρία και στην Πράξη. Θεσσαλονίκη: Αφοί Κυριακίδη. ISBN: 978-960-602-023-0 (Εύδοξος: 50662946)

**YEMΠ11 - LEARNING THE CURRICULUM THROUGH VISUAL ARTS AND MUSEUM EDUCATION. PRACTICUM IN SCHOOLS, MUSEUMS AND GALLERIES**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ11	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	LEARNING THE CURRICULUM THROUGH VISUAL ARTS AND MUSEUM EDUCATION. PRACTICUM IN SCHOOLS, MUSEUMS AND GALLERIES		
<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>	Specific Foundation / Core		
<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=6521">https://elearning.auth.gr/course/view.php?id=6521</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>The students will:</p> <ul style="list-style-type: none"> <li>• become familiar with the method of teaching the curriculum through the Arts, with an emphasis on Visual Arts along with ways to exploit cultural artefacts in education</li> <li>• experiment with creating their own programs in the context of inter-disciplinary education, museum and cultural education</li> <li>• cooperate with each other and with pupils in classrooms and museums</li> <li>• understand in practice the power of Art as a tool for social reconciliation and intercultural contact</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>• Adapt to new situations</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Work in teams</li> <li>• Work in an International context</li> <li>• Work in an international context</li> <li>• Generate new research ideas</li> <li>• Design and manage projects</li> <li>• Appreciate diversity and multiculturalism</li> <li>• Respect natural environment</li> </ul>



- 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**

- Art as an alternative language of holistic education and intercultural communication
- Promoting learning in primary school through the arts and cultural objects: theoretical approaches, methods, best practices
- Interdisciplinary approach and praxis in school classes
- Definition of 'museum', a brief presentation of its historical evolution and interpretation of the objectives of museum education
- Cultural learning and teaching the curriculum through museum collections and exhibitions. Educational programmes in cooperation with cultural institutions (museums, galleries, etc.).
- Museum education and the use of ICT
- Proposals for intercultural exchanges, school fairs and other cultural events/ Creating "The school museum"

#### **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	48
	Fieldwork	12
	Reading Assignment	15
	Field trips and participation in conferences / seminars / activities	30
	Project	15
	Written assignments	30
	<b>Total</b>	<b>150</b>
<b>STUDENT ASSESMENT</b>	In class and museums projects 40% Final written assignment 60%	

#### **SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Κόκκος, Α. και συνεργάτες (2011). Εκπαίδευση μέσα από τις Τέχνες. Αθήνα: ΜΕΤΑΙΧΜΙΟ. ISBN: 978-960-501-219-9. Code in Eudoxus: 12282019
- Νικονάνου, Ν. (2010). Μουσειοπαιδαγωγική. Από τη θεωρία στην πράξη. Αθήνα: Εκδόσεις Πατάκη. ISBN: 978-960-16-3466-1. Code in Eudoxus: 21786
- Κόκκινος, Γ., Αλεξάκη, Ε. (2002). Διεπιστημονικές προσεγγίσεις στη μουσειακή αγωγή. Αθήνα: ΜΕΤΑΙΧΜΙΟ. ISBN: 978-960-375-310-0
- Ioannidou, M. (2004). Museum education: Enriching the learning experience. <http://www.leeds.ac.uk/educ0/beia.htm>
- Ioannidou, M. (2016). «Revisioning “the lessons of history” through intergenerational cultural education. A new learning approach project». In INTED2016 Proceedings, Conference 7th-9th

March, Valencia, Spain. σσ. 0025-0032. ISBN 978-84-608-5617-7

<https://library.iated.org/view/IOANNIDOU2016REV>

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

Chapters of books, summaries of each lesson, scientific papers, websites, videos etc. are uploaded on the Elearning platform.

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ13	<b>SEMESTER</b>	7 & 8
<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>	
Notes, Slide presentations, Audio, Multimedia, Book, Musical Instruments.	3	5	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<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: 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).</p>		
<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/1/600155819/">https://qa.auth.gr/en/class/1/600155819/</a> <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> <li>• Work in teams</li> <li>• Work in an international context</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> <li>• Advance free, creative and causative thinking</li> </ul>

**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 teams) also have to teach a song to their peers within the above framework and they have to design a lesson plan that incorporates all the above in order to implement it in a primary school classroom in their practice teaching period.

**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	78
	Reading Assignment	10
	Internship	30
	Artistic Workshop	5
	Written assignments	5
	Artistic creation	5
	Oral Exams	3
	Music performance work in groups	14
	<b>Total</b>	<b>150</b>

<b>STUDENT ASSESSMENT</b>	<p><b>Student Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Written Assignment (Formative)</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. (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.
- Δημητρακοπούλου, 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.

**YEMΠ14 - PHYSICAL EDUCATION IN PRIMARY EDUCATION: INTERDISCIPLINARY APPROACHES**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YEMΠ14	<b>SEMESTER</b>	7 & 8
<b>COURSE TITLE</b>	PHYSICAL EDUCATION IN PRIMARY EDUCATION: INTERDISCIPLINARY APPROACHES		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	5	
<b>COURSE CATEGORY</b>	Scientific Area		
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	Greek/ Greek- English		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/course/view.php?id=12034">https://elearning.auth.gr/course/view.php?id=12034</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
This course introduces the students to the basic contents of the curriculum of Physical Education at the primary school. After completion of the course students should be able to: Understand the content of the curriculum of Physical Education in primary school and to plan interdisciplinary teaching activities using the contents of the physical education course.
<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>• Appreciate 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>• Advance free, creative and causative thinking</li> </ul>

**COURSE CONTENT/SYLLABUS**

<ol style="list-style-type: none"> <li>1. The purpose of Physical Education in primary schools – learning objectives.</li> <li>2. Teaching methods of Physical Education in primary schools.</li> <li>3. The contents of the Physical Education course and its objectives for the 1st and 2nd grade of primary school.</li> </ol>
---

4. The contents of the Physical Education course and its objectives for the 3rd and 4th grade of primary school.
5. The contents of the Physical Education course and its objectives for the 5th and 6th grade of primary school.
6. Design of interdisciplinary lesson plans in Physical Education at elementary school.
7. Example of interdisciplinary lesson plans in Physical Education for the 1st and 2nd grade of primary school.
8. Example of interdisciplinary lesson plans in Physical Education for the 3rd and 4th grade of primary school.
9. Example of interdisciplinary lesson plans in Physical Education for the 5th and 6th grade of primary school.
10. Students presentations – practical application.
11. Students presentations – practical application.
12. Students presentations – practical application.
13. Students evaluation in physical education - course assessment.

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

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	<a href="https://elearning.auth.gr/">https://elearning.auth.gr/</a>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78h - 2,8ECTS
	Reading assignment	20h - 0,7 ECTS
	Written assignment	52h -1,7 ECTS
	<b>Total</b>	<b>150h – 5ECTS</b>
<b>STUDENT ASSESMENT</b>	<ul style="list-style-type: none"> <li>• written lesson plan 40% (submitted in e-learning platform)</li> <li>• final exam 60%</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Δέρρη, Β. (2007) Η Φυσική Αγωγή στην αρχή του 21ου Αιώνα. Θεσσαλονίκη: Εκδόσεις Χριστοδουλίδη
- Παπαϊωάννου, Α., Θεοδωράκης Ι., & Γούδας Μ. (2003) Για μια καλύτερη φυσική αγωγή. Θεσσαλονίκη: Εκδόσεις Χριστοδουλίδης



#### 4.4 ELECTIVE COURSES

EM3

##### EM3 - MENTAL HEALTH 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>	EM3	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	MENTAL HEALTH AND SCHOOL		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>			
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>			
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE URL</b>			

###### LEARNING OUTCOMES

<b>Learning outcomes</b>
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.
<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>• Make decisions</li> <li>• Work in teams</li> <li>• Work in an interdisciplinary team</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 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, educational and training material. Websites with material related to children's mental health, you-tube videos related to psychosocial difficulties such as abuse, family violence, conduct disorders, bullying, websites developed by schools related to mental health promotion programs.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Reading Assigment	18
	Written assigments	21
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESSMENT</b>	Written Assignment; Report; Labortatory Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course 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](#) (Author)

## EM4 - SOCIAL PSYCHOLOGY AND EDUCATION

EM4

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM4	<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	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	None		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK / GREEK, ENGLISH, GERMAN		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE URL</b>	<a href="https://qa.auth.gr/en/class/1/600140994">https://qa.auth.gr/en/class/1/600140994</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
The module will the students to practice in viewing at education, at schools not only as “institutions” or “systems”, but also as social spaces, which is produces by the actions of the involved subjects, but simultaneously is producing these subjects.
<b>General competences</b>
Apply knowledge in practice Retrieve, analyse and synthesise data and information, with the use of necessary technologies Make decisions Work autonomously Generate new research ideas Be critical and self-critical Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

<p>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).</p> <p>The efficient organization/articulation of this contradiction though does not determine absolutely the actions of the (different) subjects in a dichotomic 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.</p>
--

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>	Face-to-face	
<b>USE OF ICT</b>	Use of ICT in Communication with Students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	18
	Reading Assignment	12
	Project	40
	Written assignments	50
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESSMENT</b>	Written Assignment; Report; Laboratory Assignment	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Σολομών, Ι. (1996). Εξουσία και τάξη στο νεοελληνικό σχολείο. Αθήνα: Αλεξάνδρεια  
 Φουκώ, Μ. (2008). Επιτήρηση και τιμωρία. Αθήνα: Κέδρος, Ράππας

## EM7 - 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

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM12	<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 multiculturality  
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 *consientization*.

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>120</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.

**EM17 - FAMILIES IN MODERN SOCIETY**

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM17	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	FAMILIES IN MODERN SOCIETY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Optional		
<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=6264">https://elearning.auth.gr/course/view.php?id=6264</a>		

**LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>The purpose of this course is to:</p> <ul style="list-style-type: none"> <li>• introduce you to some of the research literature on families, with emphasis on nontraditional family forms and diversity among families</li> <li>• develop a personal perspective on the relationship between gender and families</li> <li>• understand the discuss the trends and developments which affect the families</li> <li>• understand the impact of contemporary National and European economic and social policy on the families</li> <li>• face the challenge for a new vision and a new policy for families and their future</li> <li>• To be able to critically examine the relationship between family and other institutions including the economy, politics, religion, etc.</li> <li>• To be able to examine and analyse how changes in family structures, relationships and functions impact family members and society as a whole.</li> <li>• To be able to clearly and intelligently articulate, both in writing and verbally, the knowledge gained in the course.</li> </ul>
<b>General competences</b>
<ul style="list-style-type: none"> <li>• Respect for diversity and multiculturalism</li> <li>• Demonstrate social, professional and ethical responsibility and gender sensitivity</li> <li>• Exercising criticism and self-criticism</li> <li>• Promote free and creative thinking</li> <li>• Teamwork</li> </ul>

**COURSE CONTENT/SYLLABUS**

This course provides a sociological analysis of modern families, its structures and functions, variant patterns, and the influence of contemporary society on this institution. Topics include theoretical perspectives on families, family formation and dissolution, dating, marital roles, divorce, child raising, parent-child relationships, family interaction and power, family diversity, alternative lifestyles poverty and family structure, family – related policies, gender in families.

**1 Current theorizing on the family**

- Changing definitions of families/ feminist perspectives
- The social construction of families: past and present family processes

**The demographic context of families**

- The family as a social institution: an historical perspective
- Interaction between demographic and institutional change
- Families and households
- Changing attitudes toward family issues

**Romance, love, sexuality and sexual expression**

**2 Diversity**

- Singles, Partnering, and Alternatives to Traditional Marriage
- Nontraditional family forms

**Families and Children**

- Gender and parenthood, the reproduction of parenting
- Research on fathering
- Parent-child relations – effects on children
- Parenting apart
- Parental rights and obligation of unmarried couples
- Family disruption and changes in parenting

**3 Couple relationships**

- Marital communication, cohabitation, research on homosexual couples
- Violence, Family Crisis, and Dissolution

**4 Consequences of work roles for family members**

- Parental employment and family life
- Reconciling work and family life

**5 Gender, race and class**

**6 Family interactions involving children**

- Children’s status in society, the changing social value of children. Effects of family size and structure on children. Non-parental child-care.

**7 One parent families: problems, prospects and politics**

- Female – headed families, male-headed families
- Growing up with a single-parent
- Determinants of divorce, multiple consequences of divorce, the impact of divorce on children, single parenthood/ economic distress

**8 Family Changes and Transitions**

- Remarriage and Stepfamilies
- Roles of stepchildren and stepparents

**9 Poverty/ Social exclusion and family structure**

- Family structure and the reproduction of poverty

**Family structure and child’s prospects for educational success**

**Family policies**

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

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures:	78
	Examinations	42
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	The teaching of the course includes lectures. The evaluation of the students is based on critical issues' development.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Δ. Κογκίδου (1995) *Μονογονεϊκές Οικογένειες. Πραγματικότητα – Προοπτικές -Κοινωνική Πολιτική*. Αθήνα: Εκδοτικός Οργανισμός Λιβάνη –ΑΒΕ.  
 ISBN:960-236-549-8  
 Κωδικός στον Εύδοξο:212

Boyd, S. (2003). *Child Custody, Law, and Women's Work*. Ontario: Oxford University Press.

Chapman, T. (2004). *Gender and Domestic Life. Changing Practices in Families and Households*. New York: Palgrave MacMillan.

Chibucos, T.-R., Leite, R.-W. & Weiss D.-L. (2005). *Readings in Family Theory*. Thousand Oaks, California: Sage Publications.

Chodorow, N. (1999) [1978]. *The Reproduction of Mothering. Psychoanalysis and the Sociology of Gender*. Berkeley, Los Angeles, London: University of California Press.

Coltrane, S. (1998). *Gender and Families*. Thousand Oaks, California: Pine Forge Press.

Cohen, Ph. (2014): *The Family: Diversity, Inequality, and Social Change*. New York: WW Norton

David, M.-E. (2003). *Personal and Political. Feminisms, Sociology and Family Lives*. Stoke on Trent, UK and Sterling USA: Trentham Books.

Delphy, C. & Leonard, D. (1992). *Familiar Exploitation. A New Analysis of Marriage in Contemporary Western Societies*. Cambridge: Polity Press.

DiQuinzio, P. (1999). *The Impossibility of Motherhood. Feminism, Individualism, and the Problem of Mothering*. New York: Routledge.

Down, N. (1997) *In defense of single-parent families*. New York and London: New York University Press

Drake, M. (1998) (Ed.). *Time, Family and Community*. Oxford: Blackwell Publishers Inc.

Folbre, N. (2001). *The Invisible Heart. Economics and Family Values*. New York: The New Press.

Gilgun, J. F., Daly, K., Handel, G. (1992) (Eds.). *Qualitative Methods in Family Research*. New York: Sage Publications.

Ginsburg, F.-D. & Rapp, R. (1995) (Eds.). *Conceiving the New World Order. The Global Politics of Reproduction*. Berkeley, Los Angeles, London: University of California Press.

Glen, E. (1994) *Mothering, ideology, experience and agency*. New York and London: Routledge.

Hantrais, L. & Letablier, M. (1996). *Families and Family Policies in Europe*. New York: Longman.

- Hawkins, A. & Dollahit, D. (1997) *Generative fathering: beyond deficit perspectives*. Thousand Oaks, Calif: Sage Publication.
- Ingoldsby, B.-B., Smith, S.-R., Miller, J.-E. (2004). *Exploring Family Theories*. Los Angeles, California: Roxbury Publishing Company.
- James, A. & Prout, A. (1990) (Eds.). *Constructing and Reconstructing Childhood : Contemporary Issues in the Sociological Study of Childhood*. London: The Falmer Press.
- Jeynes, W. (2002). *Divorce, Family Structure, and the Academic Success of Children*. New York, London, Oxford: The Haworth Press.
- Lamb, M. (1999) *Parenting and child development in "nontraditional" families*. London: Lawrence Erlbaum Associates, Publishers.
- Lupton, D. – Barclay, L. (1997) *Constructing fatherhood: discourses and experience*. London; Thousand Oaks, Calif: Sage
- Leeder, E. (2003). *The Family in Global Perspective. A Gendered Journey*. Thousand Oaks, California : Sage Publications.
- Lewis, J. (1997) (Ed.). *Lone Mothers in European Welfare Regimes. Shifting Policy Logics*. London & Philadelphia: Jessica Kingsley Publishers.
- Marsiglio, W. (1995) *Fatherhood: Contemporary theory, Research and Social Policy*. Thousand Oaks: Sage
- Muncie, J. – Wetherell, M. – Langan, M. – Dallos, R. – Cochrane, A. (1999) *Understanding the family*. London: Sage.
- Naldini, M. (2003). *The Family in the Mediterranean Welfare States*. London: Frank Cass.
- Newman, D. (1999) *Sociology of families*. Thousand Oaks, California, London, New Delhi: Pine Forge Press.
- Oliver, K. (1997). *Family Values. Subjects between Nature and Culture*. New York & London: Routledge.
- Paterson, W.-A. (2001). *Unbroken Homes. Single-Parent Mothers Tell Their Stories*. New York, London, Oxford: The Haworth Press.
- Procidano, M. & Fisher, C. (1992) *Contemporary families: a handbook for school professionals*. New York and London: Teachers College Press.
- Ribbens, J. (1994) *Mothers and their children: a feminist sociology of childrearing*. London; Thousand Oaks: Sage
- Ridge, T. (2002). *Childhood Poverty and Social Exclusion. From a Child's Perspective*. Bristol: The Policy Press.
- Risman, B. (2010). *Families as They Really Are*. New York: W.W. Norton & Company.
- Ruxton, S. (1996). *Children in Europe*. London: NCH Action for Children.
- Silva, E. & Smart, C. (1999) *The new family?*. London: Sage.
- White, J. M. & Klein, D.- M. (2002). *Family Theories*. Thousand Oaks, California: Sage Publications.

## EM18 - SOCIAL AND CULTURAL CONSTRUCTION OF GENDER IDENTITY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM18	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	SOCIAL AND CULTURAL CONSTRUCTION OF GENDER IDENTITY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	General Knowledge		
<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=5654">https://elearning.auth.gr/course/view.php?id=5654</a>		

## LEARNING OUTCOMES

## Learning outcomes

The aim of the course is the scrutinization by the students of the procedures according to which gender “identities” are formed as a means of social and cultural constructions. It is equally important for the students to become more sensitive to the political reasons that greatly order the transformation of the society to more equal forms of gender.

The special objectives of the course are:

- The introduction of the problematic aspect of gender and the students’ adoption of a critical attitude towards their personal sex-role representations. The way and the practices that have composed these representations are equally important.
- The sensitization to the use of anti-sexist language and practices, and development of the ability to spot gender inequalities and discrimination both in the sector of education and in a wider social range.
- The projection of gender inequalities as a basic and fundamental principle of democracy, and the depiction of the restrictions that gender inequalities create in the full-scale development of each agent’s personality.

## General competences

- Apply knowledge in practice
- Adapt to new situations
- Work in teams
- Appreciate diversity and multiculturalism
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues

## COURSE CONTENT/SYLLABUS

This course is divided into nine (9) units:

1. From the second feminist wave to the feminisms, and from the development of Women’s and Men’s Studies to Gender and Queer Studies.

An introductory approach of the feminist thought is attempted, along with the feminist tendencies that have been developed through time. The creation of both Women's and Men's Studies in Universities and Gender and Queer Studies is also important. Those frameworks helped the elevation and emergence of the contemporary questioning of gender.

2. The semantic counterpoint of the biological and social sex-gender and of the self-evident aspect of heterosexuality.

The feminist questioning is presented in relation to the binary sex-gender, while at the same time there is an attempt to connect those concepts with the naturalization of heterosexuality as self-evident norm. Adrienne Rich's and Monique Wittig's approaches are debatable along with the effort to disconnect heterosexuality from gender "identity".

3. The de-naturalization of gender and the gender performances.

There is an effort to de-naturalize gender and disconnect its biological aspect. Gender is presented as a social, cultural, economic and political construction. There is an attempt to analyze the anti-essential approach of the post-modern feminist and philosopher Judith Butler about gender performances. The social and cultural context of the production of the feminist post-modern speculation is scrutinized. The relation of this speculation with the political movement of gender, sexuality and queer theory are under concern, as well.

4. The fluidity and diversity of gender: Gender identities in other places and times. Interest is focused on gender "poetics" in connection with gender's fluidity, diversity and modes of expression through gender performing practices. This unit is enriched with ethnographic reports of gender constructions of "identities" in other places or times both in Greece and in non-western societies. Emphasis is put on the interconnection of gender with other aspects of "identity", such as age, race, sexuality, social and economic stratification, religion, etc.

5. "Masculinity", "femininity", "androgyny": psychological approaches to gender formation.

The basic approaches to gender formation are presented:

- Freud's theory, post-freudian psychoanalysis and lacanian theory
- The object relations theory by Nancy Chodorow
- The theory of social learning by Albert Bandura and Walter Mischel
- The theory of cognitive development by Lawrence Kohlberg
- The gender schema theory
- The theory of psychological androgyny by Sandra Bem

It should also be mentioned that the parallel annotation of the feminist criticism and dispute of those speculations is not excluded.

6. From the sex-role socialization to the agent.

The interpretation of gender "identities" formation through the mechanistic sex-role socialization is doubted. On the other hand the involvement of the agent in this construction/formation is examined.

7. Gender, body and performance: The gender body as a place of learning, as a vehicle of cultural values and political struggle.

The physical objective and self-evident aspect of the gender body is doubted. Gender body is regarded as a field of recording cultural values and messages. Consequently it is thought as a place of gender learning and of political struggle through specific Discourses that contribute to its meaning as performance.

8. Education as an institution of learning, formation and re-formation of gender "identities".

The interest is focused on the educational institution as a mechanism of constitution and re-constitution of gender "identities" procedures. More specifically, there is an effort to scrutinize the meaning of being a girl/woman – a boy/man in school contexts. There is



concern about how heterosexism, homophobia and misogyny form the “male” and “female” identities of the students and teachers and how these procedures of identity are doubted by the same agents and are constantly re-formed.

9. Towards a (political) un-doing of gender “identities”.

There is discussion about the un-doing of the gender and of the gender inequality as a way of feminist politics. This “un-doing” aims at the full-scale development of the subject, outside and beyond the oppressive frames of the restrictions and commitments of gender and of the gender stereotypical prejudices that imprison and suppress the subject.

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

<b>MODE OF DELIVERY</b>	Face to Face	
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures:	78
	Examinations	42
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>The teaching of the course includes lectures and seminar-type discussions in groups. Exercises of self-awareness, recording and analysis of personal experience in individual or group level are also used. This course presupposes the active participation of students. This happens because the adoption of practices that promote issues of gender equality in the educational system -and generally in the society- is based on the de-construction and the exceeding of the subjective, stereotypical, gender prejudices, attitudes and practices and it also based on the re-construction of new skills. Indicative bibliography for the preparation of each unit is provided. Way of evaluation The evaluation of the students is based on a essays</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Course Bibliography (Eudoxus)  
 Φ. Πολίτης (2006) Οι «Ανδρικές Ταυτότητες» στο Σχολείο -Ετεροσεξουαλικότητα, Ομοφυλοφοβία και Μισογοννισμός, Θεσσαλονίκη: Επίκεντρο.  
 ISBN: 9789606647499  
 Κωδικός στον Εύδοξο: 15108  
 Additional bibliography for study  
 ΠΑΡΑΓΩΓΗ ΒΟΗΘΗΤΙΚΟΥ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΥΛΙΚΟΥ ΓΙΑ ΤΗΝ ΕΙΣΑΓΩΓΗ ΘΕΜΑΤΩΝ ΣΧΕΤΙΚΑ ΜΕ ΤΑ ΦΥΛΑ ΣΤΗΝ ΕΚΠΑΙΔΕΥΤΙΚΗ ΔΙΑΔΙΚΑΣΙΑ  
<http://www.isotita-epeaek.gr/welcome.htm>

**ΒΙΒΛΙΟΓΡΑΦΙΑ**  
 Ενδεικτική βιβλιογραφία προετοιμασίας ανά ενότητα σύμφωνα με το σχεδιάγραμμα του μαθήματος

- Εισαγωγικά: Από το δεύτερο φεμινιστικό κύμα στους φεμινισμούς (feminisms) και από την ανάπτυξη των Γυναικείων & Ανδρικών Σπουδών στις Σπουδές Φύλου και στις Queer Σπουδές

Bryson, Valerie (2005) [2003] Φεμινιστική Πολιτική Θεωρία, (μετ. Ελεάννα Πανάγου), Αθήνα: Μεταίχμιο.

- Evans, Mary (2004) [2003] Φύλο και Κοινωνική Θεωρία, (μετ. Αλέξανδρος Κιουπκιολής), Αθήνα: Μεταίχμιο.
- Κογκίδου, Δήμητρα (1993) Η θεσμοθέτηση γυναικείων σπουδών στα Ελληνικά Πανεπιστήμια: Η περίπτωση του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης Α.Π.Θ., στο Πρακτικά Ευρωπαϊκού Συνεδρίου (1996) Οι Γυναικείες Σπουδές στην Ελλάδα και η Ευρωπαϊκή Εμπειρία (Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, 4-6 Νοεμβρίου 1993), διοργανωτής: Ομάδα Γυναικείων Σπουδών του Αριστοτέλειου Πανεπιστημίου Θεσσαλονίκης, Θεσσαλονίκη: Παρατηρητής, σσ.196-206.
- Κογκίδου, Δήμητρα (2004) Φύλο και αναλυτικά προγράμματα: Η «υπόσχεση» των γυναικείων σπουδών στα ελληνικά πανεπιστήμια στον 21ο αιώνα, στο Μπαγάκης, Γιώργος (επιμ.) Ο Εκπαιδευτικός και το Αναλυτικό Πρόγραμμα, Αθήνα: Μεταίχμιο, σσ.256-63.
- Richardson, Diane / Robinson, Victoria (1993) (eds) *Introducing Women's Studies*, London: Macmillan.
- Η εννοιολογική αντίστιξη βιολογικού και κοινωνικού φύλου (sex-gender) και το αυτονόητο της ετεροσεξουαλικότητας
- Γιαννακόπουλος, Κώστας (2006) (επιμ.) Σεξουαλικότητα: Θεωρίες και Πολιτικές της Ανθρωπολογίας, (μετ. Βενετία Καντσά, Πελαγία Μαρκέτου, Αθηνά Αθανασίου, Κώστας Γιαννακόπουλος, Λιόπη Αμπατζή, Ποθητή Χαντζαρούλα), Αθήνα: Αλεξάνδρεια.
- Connell, Robert, W. (2006) [2002] Το Κοινωνικό Φύλο, (πρόλ. Δήμητρα Κογκίδου, Φώτης Πολίτης), (μετ. Ελένη Κοτσιφού), Θεσσαλονίκη: Επίκεντρο.
- Delphy, Christine (1993) Rethinking sex and gender, *Women's Studies International Forum*, 16, 1, pp.1-9.
- Irigaray, Luce (1985) [1977] *This Sex Which Is Not One*, (trans. Catherine Porter, Carolyn Burke), Ithaca, New York: Cornell University Press.
- Κογκίδου, Δήμητρα / Πολίτης, Φώτης (2006) Η εννοιολόγηση του φύλου στη φεμινιστική σκέψη: Τα όρια του δίπολου βιολογικό-κοινωνικό φύλο και η απαρχή του τρίτου φεμινιστικού κύματος, στο Connell, W. Robert [2002] Το Κοινωνικό Φύλο, (πρόλ. Δήμητρα Κογκίδου, Φώτης Πολίτης), (μετ. Ελένη Κοτσιφού), Θεσσαλονίκη: Επίκεντρο, σσ.1-29.
- Oakley, Ann (1985) [1972] *Sex, Gender and Society*, Aldershot, Hants: Gower.
- Rich, Adrienne (1980) Compulsory heterosexuality and lesbian existence, *Signs: Journal of Women in Culture and Society*, 5, 4, pp.631-60.
- Richardson, Diane (1996) (ed.) *Theorising Heterosexuality: Telling it Straight*, Buckingham: Open University Press.
- Wittig, Monique (1992) *The Straight Mind and Other Essays*, Boston/Hemel Hempstead: Beacon Press/ Harvester Wheatsheaf.
- Η απο-φυσιοποίηση του φύλου και οι έμφυλες επιτελέσεις (gender performances)
- Αθανασίου, Αθηνά (2006) (επιμ.) Φεμινιστική Θεωρία και Πολιτισμική Κριτική, (μετ. Πελαγία Μαρκέτου, Μαργαρίτα Μηλιώρη, Αμίλιος Τσεκένης), Αθήνα: Νήσος.
- Butler, Judith (1990) *Gender Trouble: Feminism and the Subversion of Identity*, New York/London: Routledge.
- Butler, Judith (1997) *Excitable Speech: A Politics of the Performative*, New York: Routledge.
- Fausto-Sterling, Ann (1992) *Myths of Gender: Biological Theories About Women and Men*, New York: Basic Books, (2nd edition).
- Η «πλαστικότητα» και η πληθυκότητα του φύλου: Οι έμφυλες «ταυτότητες» σε άλλα μέρη και σε άλλες εποχές
- Cornwall, Andrea / Lindisfarne, Nancy (1994) (eds) *Dislocating Masculinity: Comparative Ethnographies*, London: Routledge.
- Παπαταξιάρχης, Ευθύμιος / Παραδέλλης, Θεόδωρος (1992) (επιμ.) Ταυτότητες και Φύλο στη Σύγχρονη Ελλάδα: Ανθρωπολογικές Προσεγγίσεις, Αθήνα: Καστανιώτης/Πανεπιστήμιο Αιγαίου.

- «Ανδρισμός», «θηλυκότητα», «ανδρογυνισμός»: Ψυχολογικές προσεγγίσεις συγκρότησης του φύλου  
Bem, Sandra, Lipsitz (1974) The measurement of psychological androgyny, *Journal of Consulting and Clinical Psychology*, 42, 2, pp.155-62.  
Chodorow, J. Nancy (1978) *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender*, Berkley/Los Angeles, California: University of California Press.  
Chodorow, J. Nancy (1994) *Femininities, Masculinities, Sexualities: Freud and Beyond*, London: Free Association Books.  
Lacan, Jacques (1977) *Ecrits: A Selection*, (trans. Alan Sheridan), New York: Norton.  
Ιγγλέση, Χρύση (1993) [1990] Πρόσωπα Γυναικών Προσωπεία της Συνείδησης: Συγκρότηση της Γυναικείας Ταυτότητας στην Ελληνική Κοινωνία, Αθήνα: Οδυσσέας, (3η έκδοση).
- Από την έμφυλη κοινωνικοποίηση στο ενεργό υποκείμενο  
Connell, W. Robert (1987) *Gender and Power: Society, the Person and Sexual Politics*, Cambridge: Polity Press.  
Henriques, Julian / Hollway, Wendy / Urwin, Cathy / Venn, Couze / Walkerdine, Valerie (1998) [1984] *Changing the Subject: Psychology, Social Regulation and Subjectivity*, London: Routledge.
- Φύλο, σώμα και επιτέλεση: το έμφυλο σώμα ως τόπος μάθησης, φορέας πολιτισμικών αξιών και πολιτικού αγώνα  
Αθανασίου, Αθηνά (2006) (επιμ.) *Φεμινιστική Θεωρία και Πολιτισμική Κριτική*, (μετ. Πελαγία Μαρκέτου, Μαργαρίτα Μηλιώρη, Αμίλιος Τσεκένης), Αθήνα: Νήσος.  
Butler, Judith (1993) *Bodies that Matter: On the Discursive Limits of «Sex»*, New York: Routledge.  
Fausto-Sterling, Ann (1999) *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York: Basic Books.  
Featherstone, Mike (2000) (ed.) *Body Modification*, London: Sage.  
Laqueur, Thomas (2003) [1990] *Κατασκευάζοντας το Φύλο: Σώμα και Κοινωνικό Φύλο από τους Αρχαίους Έλληνες έως τον Φρόιντ*, (πρόλ. Κώστας Γιαννακόπουλος), (μετ. Πελαγία Μαρκέτου), Αθήνα: Πολύτροπον.
- Η εκπαίδευση ως θεσμός μόρφωσης, δια-μόρφωσης και ανα-μόρφωσης έμφυλων «ταυτοτήτων»  
Arnot, Madeleine (2006) [2002] *Διαδικασίες Αναπαραγωγής του Φύλου: Εκπαιδευτική Θεωρία και Φεμινιστικές Πολιτικές*, (επιμ. Βασιλική Δεληγιάννη-Κουιμτζή), (μετ. Χριστίνα Αθανασιάδου, Κατερίνα Δαλακούρα), Αθήνα: Μεταίχμιο.  
Davies, Bronwyn (1989) *Frogs and Snails and Feminist Tales: Preschool Children and Gender*, St. Leonards: Allen & Unwin.  
Kehily, Mary, Jane (2002) *Sexuality, Gender and Schooling: Shifting Agendas in Social Learning*, London: Routledge.  
Πολίτης, Φώτης (2006) *Οι «Ανδρικές Ταυτότητες» στο Σχολείο: Ετεροσεξουαλικότητα, Ομοφυλοφοβία και Μισογυνισμός*, (πρόλ. Δήμητρα Κογκίδου), Θεσσαλονίκη: Επίκεντρο.  
Thorne, Barrie (1993) *Gender Play: Girls and Boys in School*, Buckingham: Open University Press.  
Φρειδερίκου, Αλεξάνδρα (1995) «Η Τζένη πίσω από το τζάμι»: Αναπαραστάσεις των Φύλων στα Εγχειρίδια Γλωσσικής Διδασκαλίας του Δημοτικού Σχολείου, Αθήνα: Ελληνικά Γράμματα.
- Προς ένα (πολιτικό) απο-γίνεσθαι των έμφυλων «ταυτοτήτων»  
Butler, Judith (2004) *Undoing Gender*, New York: Routledge.  
Davies, Bronwyn (1993) *Shards of Glass: Reading and Writing Beyond Gendered Identities*, St. Leonards: Allen & Unwin.

## EM23 - LITERATURE AND SOCIETY IN INTERWAR GREECE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM23	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	LITERATURE AND SOCIETY IN INTERWAR GREECE		
<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>	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

<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 Teamwork Promoting free, creative and intervening thinking. Critical thought and reflection.</p>

## COURSE CONTENT/SYLLABUS

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.

--

**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	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

In each section specific bibliography will be given
---

## EM24 - 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>	E-24	<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	4	
<b>COURSE CATEGORY</b>			
<b>PREREQUISITE COURSES/CLASSES</b>			
<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

<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 the dynamic way of existence, evolution and transformation of the cultural process.</li> <li>- 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.</li> <li>- 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”.</li> </ul>
<b>General competences</b>
<p>Working independently  Teamwork  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 &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	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Bibliography (Eudoxus):  
 Chris Barker-Emma A. Jane, *Cultural studies. Theory and Practice*, Thessaloniki 2020, ed. Tziolas.

**EM25 - THE INDIVIDUAL AND SOCIETY FROM A SOCIOLOGICAL PERSPECTIVE****GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM25	<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	4	
<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>	-		
<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	78
	READING ASSIGNMENT	39
	EXAMS	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Essay Question Development	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

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

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM27	<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	4	
<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://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	78
	Reading assignment	39
	exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**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

## EM28 – GENDER AND TOYS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM28	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	GENDER AND TOYS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	Optional		
<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=6752">https://elearning.auth.gr/course/view.php?id=6752</a> Facebook ΟΛΑ ΤΑ ΠΑΙΧΝΙΔΙΑ ΓΙΑ ΟΛΑ ΤΑ ΠΑΙΔΙΑ <a href="https://www.facebook.com/dkogkidou">https://www.facebook.com/dkogkidou</a>		

## LEARNING OUTCOMES

**Learning outcomes**

This course will give students the opportunity to learn about and reflect on how toys are influenced by gender stereotypes and how children and their families are impacted by those messages.

- Students will reflect on how toys are categorized as “girl toys,” “boy toys” or “neutral”
- Students will develop an understanding of gender stereotyping
- Students will explore the concept of gender-neutral toys
- Students will reflect on how toy marketing has an enormous impact on girls’ attitudes – and, indeed those of boys – especially on their perceptions about, STEM subjects (science, technology, engineering and math)
- Students will reflect on how gendered toys influence career choices

**General competences**

Work in an interdisciplinary environment, respect for diversity and multiculturalism, critique and self-criticism, decision making, reflective practice, the production of new research ideas

## COURSE CONTENT/SYLLABUS

This course is divided into 8 units:

**Gendered Toys**

- The role of play in development and learning
- Gender Stereotyping of Children's Toys

- Kids' Toys: More Gendered now than ever before.

- **Play as Curriculum**

**Gendered marketing of toys**

- Gender divide: blue and pink sections for “boys” toys and “girls' toys.
- Marketing the gender gap.
- Gendered advertising of toys
- **The ethical implications of gendered toy marketing**
- Toy manufactures and big-box retailers move to eliminate gendered toy marketing.

**Playing beyond gender stereotypes**

- How gender stereotypes creep into every day play
- How our minds, society and neurosexism create difference
- Gendered toy marketing contributes to a culture of bullying by reinforcing homophobic and misogynistic beliefs.
- Boys are especially stigmatised for crossing the gender line in toys – a fact that seems to arise from misogyny, homophobia and transphobia

**Characteristics of boys' and girls' toys**

- Different types of toys ('masculine' or 'feminine') -different features – different skills
- Implications of gender stereotypes in children's toys
- Gender-defined toys and children's interests and future aspirations
- Gender differences in children's toy requests
- The construction of children's experiences and interests with “feminine”, “masculine”, and neutral toys
- The impact of colour on children's toy preferences

**“Girl toys / Boy toys” or “ Gender -Neutral”**

- Pink v blue - are children born with gender preferences or preferences for pink / blue are socially constructed?
- Pink and gendered marketing: how pink became “girly”
- The Princess culture
- Barbie and others fashion dolls: how they *affect girls' ideas of their future capabilities.*
- Dolls with more realistic, “body positive” images of girls
- Dolls who empower children
- *The gendered marketing of toys and the early sexualisation of young girls*
- *Superheroes* -The making of men: masculinities, sexualities
- Gender –Neutral toys

**Toys and gender gap**

- Why it's imperative to teach empathy to boys
- Toy “for girls” has an enormous impact on girls' attitudes about STEM subjects (science, technology, engineering and maths)
- Lego -STEM toys for girls: girls are only interested in baking, decorating houses and getting their hair done at a salon
- The War on Pink: STEM toys for girls are good for girls?

**Dolls, Trucks and the Workplace Gender Divide**

- Gender, toys and learning
- The educational value of toys and their impact on learning
- The science gender gap and toys
- The impact of gender stereotypical play on children's future subject preferences and job prospects

**The fightback against gendered toys**

- Why it is important to break down gender stereotypes in children's toys?

- Ending gender-based toy marketing
- “Let Toys Be Toys”: leader in the campaign against gendered marketing of toys

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

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures:	78 hours of teaching
	Study of books, articles	42
	Examinations	
	<b>Total</b>	<b>120 hours</b>
<b>STUDENT ASSESMENT</b>	The teaching of the course includes lectures. The evaluation of the students is based on critical issues' development.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Βιβλιογραφία μαθήματος Εύδοξος:**

Δήμητρα Κογκίδου (2015) *“Πέρα απο το ροζ και το γαλάζιο. –Όλα τα παιχνίδια για όλα τα παιδιά”*. Θεσσαλονίκη: Επίκεντρο.

ISBN 9789604586004

Κωδικός στον Εύδοξο: 50657756

American Psychological Association, Task Force on the Sexualization of Girls. (2007). *Report of the APA Task Force on the sexualization of girls.*

Στο: <http://www.apa.org/pi/women/programs/girls/report-full.pdf>

Auster, C. & Mansbach, C. (2012). The gender marketing of toys: An analysis of colour and type of toy on the Disney Store website. *Sex roles*, 67 (7-8), 375-388.

Becky F. (2010). Gender, toys and learning. *Oxford Review of Education*, 36 (3), 325-344.

Benton, B. (2013). Gender, Games, and Toys: Role Communication and Socialization through Play, *Communication Teacher*, 27(3), 141 -145.

Blakemore, J. & Centers, R. E. (2005). Characteristics of boys' and girls' toys. *Sex Roles*, 53, 619-633.

Cherney, I. & Dempsey, J. (2010) Young Children's Classification, Stereotyping and Play Behaviour for Gender Neutral and Ambiguous Toys, *Educational Psychology*, 30(6), 651-669.

Eliot, I. (2010). *Pink brain, Blue brain: How small differences grow into troublesome gaps - And what we can do about it.* New York: Houghton Mifflin Harcourt.

Escudero, P., Robbins, R. & Johnson, S. (2013). Sex-related preferences for real and doll faces versus real and toy objects in young infants and adults. *Journal of Experimental Child Psychology*, 116(2), 367-379.

Fine C (2014). Neuroscience, gender, and 'development to' and 'from': The example of toy preferences. In J. Clausen & N. Levy (Eds), *The Handbook of Neuroethics*. Dordrecht: Springer Science & Business Media.

Fine C. (2010). *Delusions of Gender: How our minds, society and neurosexism create difference.* New York: W. W. Norton & Company

Hains R. (2014). *The Princess Problem: Guiding Our Girls through the Princess-Obsessed Years.* Illinois: Sourcebooks.

Hull, J., Hull, D. & Knopp, C. (2011). The Impact of Color on Ratings of "Girl" and "Boy" Toys. *North American Journal of Psychology*, 11(3), 549-562.

- Kahlenberg, S. & Hein, M.(2010). Progression on nickelodeon? Gender role stereotypes in toy commercials, *Sex Roles*, 62 (11), 830-847.
- Palmer S. (2006). *Toxic Childhood: How The Modern World Is Damaging Our Children And What We Can Do About It*. London: Orion.
- Paoletti J. (2012). *Pink and Blue -Telling the Boys from the Girls in America*. Bloomington: Indiana University Press.
- Sherman, A. M. & Zurbriggen, E.L. (2014). “Boys Can Be Anything”: Effect of Barbie Play on Girls’ Career Cognitions. *Sex Roles*, 70, 5-6, 195-208.
- Fine, C. (2013, October 4). *Interview. Let Toys Be Toys*. Στο: <http://www.lettoysbetoys.org.uk/interview-with-neuroscientist-cordelia-fine/>
- Sweet, E. (2013, December 11). Marketing the gender gap. -A interview interview with Dr Elizabeth Sweet. *Play Unlimited –Every Toy for Every Body*. Στο: <http://www.playunlimited.org.au/2013/12/11/305/>
- Sweet, E. (2012, December 21). Gender-Based Toy Marketing Returns. *NYTimes.com* Στο: [http://www.nytimes.com/2012/12/23/opinion/sunday/gender-based-toy-marketing-returns.html?\\_r=1&](http://www.nytimes.com/2012/12/23/opinion/sunday/gender-based-toy-marketing-returns.html?_r=1&)

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM36	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	SOURCES IN HISTORY OF EDUCATION		
<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://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	22



	Field trips and participation in conferences / seminars / activities	4
	Written assignments	16
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>		

**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

## EM54 - 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>	EM54	<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>120</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

## EM55- GEOGRAPHY PRINCIPLES

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM55	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	GEOGRAPHY PRINCIPLES		
<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>	-----		
<b>LANGUAGE OF INSTRUCTION/ EXAMINATION</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<a href="http://labrinos.webpages.auth.gr/digital_geography/">http://labrinos.webpages.auth.gr/digital_geography /</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<ol style="list-style-type: none"> <li>1) Get data from maps</li> <li>2) How the satellites work in order to get their images and send them to earth</li> <li>3) Digital cartography</li> <li>4) Earth's interior, seismology</li> <li>5) Palaeogeographical evolution of the planet, of Europe, of Greece</li> <li>6) Life evolution on Earth</li> <li>7) What is Rocks and Minerals</li> <li>8) How Fluvial systems work</li> </ol>
<b>General competences</b>
Apply knowledge in practice Work autonomously Respect natural environment

## COURSE CONTENT/SYLLABUS

<ol style="list-style-type: none"> <li>1) Introduction to maps</li> <li>2) Coordinates</li> <li>3) Coordinates (lab)</li> <li>4) Satellites - satellite images</li> <li>5) Digital mapping</li> <li>6) Earth's interior. Structure and composition</li> <li>7) Earthquakes. Impact on everyday life</li> <li>8) Geological Time intervals,</li> <li>9) Palaeogeographical evolution of the planet from Cambrian until today</li> <li>10) Palaeogeographical evolution of Europe - Formation of Greece</li> <li>11) Evolution of life</li> <li>12) Physical procedures on Earth's surface: Erosion - deposition</li> </ol>
---

13) Fluvial systems

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

<b>MODE OF DELIVERY</b>	Face to face	
<b>USE OF ICT</b>	Power point, digital cartography, remote sensing	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	78
	Laboratory work	39
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Moudrakis, D., 1983. Geology of Greece. University Studio Press, Thessaloniki (in Greek)

Koufos, G., 1997. Human appearance and evolution. Geology Department, Aristotle University of Thessaloniki, (in Greek).

Melentis, G. 1980. Palaeontology of verterbrates. Geology Department, Aristotle University of Thessaloniki, (in Greek).

UNEP, 2005. One planet many people. Atlas of our changing environment. Earthprint Limited, Hertfordshire, England.

Vavliakis., E. 1985. Geography Lessons. Geology Department, Aristotle University of Thessaloniki, (in Greek).

## EM56 - 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	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

## Learning outcomes

- At the end the students will be able to understand in depth the foundational mathematical concepts that are negotiated in primary school mathematics.
- They will also be aware about teaching issues that are related to the above-mentioned concepts.
- They will be able to evaluate the students' understanding and identify misconceptions.
- They will be able to use a variety of representations and recognize the one that is optimal for each situation.

## 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

## NUMBERS-PREALGEBRA

- Natural numbers
- Number Theory
- Fractions
- Decimals
- Ratios - percentages
- Variables - Equations
- Statistical concepts

## GEOMETRY

- 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	78
	Reading Assignment	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**

- a. Course bibliography (Eudoxus)
- I. Papadopoulos (2013) Mathematics in Primary school and the teaching of mathematics. University of Macedonia Press. Thesssaloniki
- 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*. McGraw Hill: 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 Concorium 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



## EM63 – 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>	EM63	<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	4	
<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

<b>Learning outcomes</b>
The students should be able, after the completion of the course, to: <ul style="list-style-type: none"> <li>- mention the basic principles and features of sustainability</li> <li>- recognize and report sustainability practices in the daily life concerning the domains of energy, buildings, food, tourism, social justice, circular economy</li> <li>- adopt, promote and improve sustainability practices in their daily life.</li> </ul>
<b>General competences</b>
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

<ol style="list-style-type: none"> <li>1. Ecological overshoot * Introduction to Ecological Footprint (EF)</li> <li>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</li> <li>3. Description of the Water Footprint (WF) * WF calculation methodology * Challenges and opportunities * Possibilities to participate in the WF reduction effort</li> <li>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</li> <li>5. Building potential, energy and environment * Building relationship with the environment * Heat flows * Energy balance * Building energy behavior * Effects of buildings on the environment</li> <li>6. Field visit</li> </ol>
---

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. 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	40
	Exams	2
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Written examinations (100%)	

**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>

## EM70- ISSUES IN DIDACTIC OF MATHEMATICS: PROBLEM SOLVING

## 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
<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	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=2523">https://elearning.auth.gr/course/view.php?id=2523</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
At the end the students will be able to <ul style="list-style-type: none"> <li>• Understand the theory of problem solving developed by Polya</li> <li>• Select and apply problem solving techniques</li> <li>• Make and check conjectures</li> <li>• Develop skills in mathematical reasoning</li> <li>• Combine all the above-mentioned elements to create their own problem</li> <li>• Nurture the tendency to their students to discover mathematics through suitably designed problems</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

<ul style="list-style-type: none"> <li>• What is problem. Categorization of problems. exercises vs problems.</li> <li>• Closed vs open-ended problems.</li> <li>• Polya's four steps.</li> <li>• Problem solving heuristics.</li> <li>• Mental argumentation.</li> <li>• Mathematical modeling.</li> <li>• Mathematical reasoning - proof.</li> </ul>
---

- 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	78
	Reading Assignment	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**

- 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

## EM75 - SCHOOL FAILURE

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM75	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	SCHOOL FAILURE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<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=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
- Work in teams
- 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

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 the 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	
<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	78
	Reading Assignment	21
	Written assignments	21
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>Students' assessment is not stable. Sometimes it 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.</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

- Τουρτούρας, Δ. Χρ. (2010). Σχολική αποτυχία και αποκλεισμός. Η περίπτωση των παιδιών από την πρώην Σοβιετική Ένωση. Θεσσαλονίκη: Επίκεντρο.
- Φραγκουδάκη, Άν. (1985). Κοινωνιολογία της εκπαίδευσης. Θεωρίες για την κοινωνική ανισότητα στο σχολείο. Αθήνα: Παπαζήση.
- 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.
- Τσιάκαλος, Γ. (2008). Η υπόσχεση της Παιδαγωγικής. Θεσσαλονίκη: Επίκεντρο.
- Ballantine, H. J. & Hammack, M. Fl. (2015). Κοινωνιολογία της Εκπαίδευσης. Μια συστηματική ανάλυση. Θεσσαλονίκη: Επίκεντρο.



## EM76- SCHOOL EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	
<b>COURSE TITLE</b>	SCHOOL 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>	YES		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

**Learning outcomes**

The subject of the course is the pedagogical discourses of "hermeneutic", "empirical-behavioural", "pragmatic-constructivist", "reconstructive-critical" and the "postmodern" school, with emphasis on knowledge-theory, practices and technologies of the above "discourses" of the school about: curriculum models, their design/development and analysis, school textbook, printed and digital material, ICT, plan, methodology and evaluation of the educational process, extra-curricular activities, school space and time, relationships between participants/participants.

Students will be able to:

- understand the main thematic choices, concepts and scope of School Pedagogy/Education and define it epistemologically
- define the terms 'internal' and 'external' educational reform, educational system, school administration, curriculum, teaching, learning, educational assessment, extracurricular activities, etc.
- know the above discourses of school and their historicity
- take a critical approach to the relationship between school, nation-state-society, politics and economics
- identify the fields of school research and know their research methodological approaches
- understand the main five 'school models': realist 'scholar academic', 'empirical-behavioural' model of social effectiveness, 'pragmatic-constructive child-centred model', the 'reconstructive-critical' model and the 'post-constructive' model; identify individual dimensions of them (educational theory, space-time, curriculum model, educational process, teachers' teaching identities and students' identities)
- research in a school as a group
- recognise the hybridity of the Greek school discourses
- design curricula at micro level
- analyse textbooks and educational ICT or produce educational material.

**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**

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

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

#### **TOPIC 1: REALIST "SCHOLAR ACADEMIC" SCHOOL**

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

#### **TOPIC 2: THE "EMPIRICAL-BEHAVIOURAL" SCHOOL OF SOCIAL EFFECTIVENESS**

A) Behaviorism and Empirical Pedagogy. Social effectiveness curriculum theory. B) Space, time, practices and technologies of "empirical-behavioral" school: "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: Behavioral teaching model. The differentiation of teaching. 4) Teaching machines and computer in the educational process. 5) "Objective" type evaluation of school performance: (I) diagnostic evaluation, (II) formative evaluation and (III) comprehensive evaluation. C) Discourse analysis of "empirical-behavioral" school texts (3rd and 4th course).

#### **THEME 3: THE "PRAGMATIC-CONSTRUCTIVIST" AND CHILD-CENTERED SCHOOL**

A) Constructivism and constructivist Pedagogy; educational pragmatism; child-centred curriculum theory B) Space, time, practices and technologies of the 'pragmatist-constructivist' school: Constructivist process curriculum as a model for curriculum design: 1) 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 assessment. C) Discourse analysis of texts of the "pragmatist-constructivist" school (5th, 6th and 7th course).

#### **TOPIC 4: THE "RECONSTRUCTIVE-CRITICAL" SCHOOL**

A) The critical theories, the reconstructive theory of the curriculum. The critical pedagogy. B) Space, time, practices and technologies of the 'reconstructive-critical' school: The critical process curriculum as a model of curriculum design: 1) The origins and development of the critical curriculum. 2) Selection of learning contents, 3) Critical reflective educational process. 4) Critical literacies. 5) Authentic assessment 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 course).

#### **TOPIC FIVE: THE "POST-MODERN SCHOOL**

A) Postmodernity, poststructuralism, deconstruction, social constructionism, discourse, deconstructive pedagogy, postmodern education. B) Space, time, deconstructive practices

and technologies of 'postmodern' 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 course).

Summarising and evaluation of the course by students (13th course).

The course could be linked to practical training in schools.

**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	40
	Diary/portfolio writing	20
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	During the semester, participants develop a variety of activities and projects.	

**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, 152-162

Βρεττός, Ι. & Καψάλης, Α. (2009)<sup>4</sup> *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: Μεταίχμιο.

Μπαγάκης, Γ. (επιμ.)(2004) *Ο εκπαιδευτικός και το αναλυτικό πρόγραμμα.* Αθήνα: Μεταίχμιο.

Μπονίδης, Κ. (2004) *Το περιεχόμενο του σχολικού βιβλίου ως αντικείμενο έρευνας: διαχρονική εξέταση της σχετικής έρευνας και μεθοδολογικές προσεγγίσεις,* Αθήνα: Μεταίχμιο.

Μπονίδης, Κ. (2005) Η αξιολόγηση των σχολικών βιβλίων: διαδικασία και κριτήρια αξιολόγησης. In: Βέικου, Χ. (ed) *Διδακτικό βιβλίο και εκπαιδευτικό υλικό στο σχολείο: Προβληματισμοί, δυνατότητες, προοπτικές* (Πρακτικά συνεδρίου που

- οργάνωσε το Παιδαγωγικό Ινστιτούτο: Θεσσαλονίκη 17-19 Φεβρουαρίου 2005), Ζήτη, Θεσσαλονίκη, 106-119
- Μπονίδης, Κ. (2009) Κριτικές μεθοδολογικές προσεγγίσεις στην έρευνα των σχολικών βιβλίων: θεωρητικές παραδοχές και παραδείγματα ανάλυσης. *Συγκριτική και Διεθνής Εκπαιδευτική Επιθεώρηση*, 13, 86-122
- Μπονίδης, Κ. (2012)<sup>2</sup> 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. In Α. Κουλουμπαρίτση (eds) *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. In Μαστραπάς, Α. (ed) *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. (eds)(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)<sup>7</sup> *Αναλυτικά Προγράμματα για μια Νέα Εποχή στην Εκπαίδευση*. Αθήνα: Γρηγόρης.
- Φραγκουδάκη, Α., Δραγώνα, Θ (eds.) (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)<sup>3</sup> *Studienbuch Schulpädagogik*. (UTB Erziehungswissenschaft, Schulpädagogik. Bad Heilbrunn: Klinkhardt.
- Appel, S. (2005)<sup>5</sup> *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)<sup>3</sup> *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 Commonwealth 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)<sup>2</sup> *Lehrerverhalten. Ein Beitrag zur Interaktion von Lehrenden und Lernenden im Unterricht*. Zürich: SKV.
- Eberwein, H. (2002)<sup>6</sup> *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. *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*, In: <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)<sup>2</sup> *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)<sup>4</sup> *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)<sup>8</sup> *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)<sup>6</sup> *The Curriculum: theory and practice*. London: Sage
- Kiper, H., Meyer, H. & Topsch, W. (2004)<sup>2</sup> *Einführung in die Schulpädagogik*. Berlin: Cornelsen Scriptor.
- Krieger, C. G. (1998)<sup>2</sup> *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)<sup>2</sup> *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)<sup>2</sup> *Was ist guter Unterricht?* Berlin: Cornelsen-Scriptor.
- Miller, R. (2001)<sup>2</sup> *Lehrer lernen. Ein pädagogisches Arbeitsbuch*. Weinheim: Beltz.
- Moore, A. (2014) *Understanding the School Curriculum: Theory, Politics and Principles*. London: Taylor & Francis.
- Myschker, N. (2008)<sup>6</sup> *Verhaltensstörungen bei Kindern und Jugendlichen. Erscheinungsformen, Ursachen, hilfreiche Maßnahmen*. Stuttgart: Kohlhammer.
- Oliva, P.F. (2005)<sup>6</sup> *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)<sup>9</sup> *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.
- 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)<sup>3</sup> *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. (Hrsg.) (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)<sup>2</sup> *Unterrichtsprinzipien*. Donauwörth: Auer.
- Wiater, W. (2006)<sup>2</sup> *Theorie der Schule*. Donauwörth: Auer.



## EM78 – 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>	EM78	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	DIGITAL LITERACY		
<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>	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>	YES		
<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**

By the end of the course students are expected:

- To study the conceptual approaches of digital literacy and its relationship to other contemporary and collateral literacies of the digital.
- To learn and familiarize themselves with the aims and the contents of a variety of digital literacy curricula, placing emphasis on the Greek ICT curriculum.
- 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
- Make decisions
- Work autonomously
- Work in teams
- Work in an interdisciplinary team
- Design and manage projects
- Appreciate diversity and multiculturality
- Be critical and self-critical
- Advance free, creative and causative thinking

## COURSE CONTENT/SYLLABUS

Aim and Learning Objectives:

The examination and analysis of theoretical issues related to the concept and the characteristics of digital literacy, as well as the practical study of teaching knowledge,

attitudes, skills and abilities concerned with digital literacy in the context of Primary Education. In particular, within the duration of the course students will hopefully:

- Understand and critically analyse the historical, social and economical avenues of digital literacy.
- Study the conceptual approaches of digital literacy and its relationship to other contemporary and collateral literacies of the digital.
- Familiarize themselves with the processes of developing digitally literate students, understand the subject matter of digital literacy and its role into the school curriculum.
- Approach in practical terms the processes of designing, preparing, organizing and evaluating teaching and learning activities aiming at the development of digitally literate pupils.

Module Content – Thematic Areas:

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.
- Teaching digital literacy in schools – The knowledge, the skills, the abilities and the attitudes.

Organization and Methodology:

The module is consisted of five main thematic areas, each of which has a duration of 3 to 7 hours. The module’s content is going to be taught through lectures and presentations, group discussions, whole-class demonstrations and activities. A part of the lesson (18 hours at least) is involving hands-on practical lab exercises in which students will be required to design and develop digital educational media and 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	78
	Laboratory work	17
	Assignments	25
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	The module is assessed primarily through a portfolio of laboratory work. Students will be assessed through 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**

(1) Buckingham, D.(2008) Εκπαίδευση στα ΜΜΕ: Αλφαριθμητισμός, μάθηση και σύγχρονη κουλτούρα. Αθήνα: Ελληνικά Γράμματα Α.Ε.

(2) Kron, Friedrich W. (2007) Διδακτική των μέσων : Νέα μέσα στο πλαίσιο διδακτικών και μαθησιακών διαδικασιών, Αθήνα : Gutenberg - Γιώργος & Κώστας Δαρδανός

Additional Bibliography:

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.

Γρόλλιος, Γ. (1999) Ιδεολογία, Παιδαγωγική και Εκπαιδευτική Πολιτική: Λόγος και πράξη των Ευρωπαϊκών Προγραμμάτων για την Εκπαίδευση. Αθήνα: Gutenberg.

Giddens, A. (2002) Ο κόσμος των ραγδαίων αλλαγών. Πως επιδρά η παγκοσμιοποίηση στη ζωή μας. Αθήνα: ΜΕΤΑΙΧΜΙΟ.

Gilster, P. (1997) Digital Literacy. New York: John Wiley & Sons, Inc.

Sloan, D. (Ed)(1985) The Computer in Education: A Critical Perspective. London: Teachers College Press.

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.

Howton, D. (1999) Computers in the Classroom – Lower & Middle Levels. London: Prim-Ed Publishing.

Κελεσιδής, Β. και Κουνελάκης, Κ. (2005) Οι Τεχνολογίες Πληροφορίας και Επικοινωνίας στο Δημοτικό Σχολείο: 69+1 δραστηριότητες στο εργαστήριο πληροφορικής. Θεσσαλονίκη: Μορφωτική Εστία Καλαμαριάς. Δαπόντες,

N., Ιωάννου, Σ., Μαστρογιάννης, Ι., Τζιμόπουλος, Ν., Τσοβόλας, Σ. και Αλπάς, Α. (2003) Ο Δάσκαλος Δημιουργός. Αθήνα: Εκδόσεις Καστανιώτη.

Mackay, F. and Carrier, S. (2000) Developing ICT Skills – Years 2 to 6. Leamington: Hopscotch Educational Publishing

**EM80- SOCIAL EXCLUSION 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>	EM80	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	SOCIAL EXCLUSION AND EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<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=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
- 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**

In 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, etc). 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	
<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	78
	Reading Assignment	21
	Written assignments	21
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Students' assessment is not stable. Sometimes it 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**

- Τσιάκαλος, Γ. (2006). Απέναντι στα εργαστήρια του ρατσισμού. Αθήνα: Τυπωθήτω-Αντιρρήσεις.
- Παπαδοπούλου, Δ. (2012). Κοινωνιολογία του Αποκλεισμού στην εποχή της Παγκοσμιοποίησης. Η διάρρηξη του κοινωνικού δεσμού και η αδυναμία συμμετοχής στα κοινωνικά δικαιώματα υπό συνθήκες κρίσης. Αθήνα: Τόπος.

- Μπαλιμπάρ, Ετ., & Βαλλερστάιν, Ιμ. (1991) (μτφρ.: Άγ. Ελεφάντης & Ελ. Καλαφάτη). Φυλή, Έθνος, Τάξη. Οι διαφορούμενες ταυτότητες. Αθήνα: Ο Πολίτης.
- 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. Πουλαντζάς. 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.

## EM94 - 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>	EM94	<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.



## EM95 - ADULT EDUCATION I: PROGRAM PLANNING AND IMPLEMENTATION. THEORY AND PRACTICE

EM95

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM95	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	ADULT EDUCATION I: PROGRAM PLANNING AND IMPLEMENTATION. THEORY 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	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<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</li> <li>• eLearning (Moodle)</li> </ul>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>In the context of the course, the students should be familiar with the major adult education philosophies: Liberalism (classical humanism), Progressivism, Behaviorism, Existential Humanism, Radicalism. In addition, they will be able to critically analyze the ideas and their origins that shaped the main theories and practices of adult learning that influence the design and implementation of adult education programs. Particularly they will be able to:</p> <ul style="list-style-type: none"> <li>• define and distinguish in an adult education program the influences of each current of thought.</li> <li>• compare and correlate the interaction or overlap of different theories and practices.</li> <li>• Study, analyze and critically interpret theories and practices of planning and implementation of adult education programs in terms of their structural elements: purpose and objectives, content, teaching methodology and means, evaluation, role of the educator, role of the learner, relationships and climate.</li> <li>• cultivate the capacity for critical reflection and dialectical thinking.</li> </ul>
<b>General competences</b>
<ol style="list-style-type: none"> <li>1. Apply knowledge in practice</li> <li>2. Adapt to new situations</li> <li>3. Make decisions</li> <li>4. Work autonomously</li> <li>5. Work in an interdisciplinary team</li> <li>6. Generate new research ideas</li> <li>7. Advance free, creative and causative thinking</li> <li>8. Be critical and self-critical</li> </ol>

## COURSE CONTENT/SYLLABUS

Every adult education practice is a consequence, often unintentionally and implicitly, of a particular worldview. In the course, we will study the ideas and perceptions that have

influenced the development of theory and practice in the field of Adult Education, under the prism of the most important philosophical currents of thought. Adult Education philosophies (Liberal, Progressive, Behaviorist, Humanistic and Radical-Critical) are shaped by the specific socio-cultural and historical contexts from which they originate and attempt to provide an answer not only to the *what* and *how* to teach adults but also to the *why* of education as a social and state practice in its totality. They also determine the design and development of the Curricula, as well as the implemented educational practices. That is, they define the foundation of goals and objectives, the ethical and political dimensions of adult education, while reflecting the structure and dynamics of educational and social systems. They further define the conceptual and cognitive framework of curriculum design, content selection and approach, methodological choices, teaching-learning process, roles of instructors-trainees and other stakeholders, and evaluation of all of the above.

**Keywords**

Adult education philosophies, Philosophy of education, adult learning theories, educational practice, theory-practice relationship, belief systems, personal theories, ideology, adult teaching methods, adult educator

**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>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	58
	Seminars	34
	Reading assignments	25
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p><b>Description</b>                      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), and reading assignments. The summative evaluation will be based on a written exam with short answer, extended answer and problem solving (open books).</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography**

Παυλή-Κορρέ Μ. & Λευθεριώτου, Π. (2020). *Σχεδιασμός Προγραμμάτων Μη Τυπικής Εκπαίδευσης Ενηλίκων Διά Ζώσης Εκπαίδευσης και Ηλεκτρονικής Μάθησης*. Αθήνα: Εκδ. Ύψιλον. **ID EUDOXUS 94701849**

Wayne Au (2020). *Άνισες βάσει σχεδίου: οι εξετάσεις υψηλών απαιτήσεων και η τυποποίηση της ανισότητας*. Επιμ. ελληνικής έκδοσης Γιώργος Γρόλλιος - Παναγιώτα Γούναρη, μτφρ Μαλαματή Γρόλλιου, Gutenberg, Αθήνα. **ID EUDOXUS 94657105**

Γιώτη, Α. (2020). Ρεύματα Σκέψης που διαμόρφωσαν τη Θεωρία και την Πρακτική στο Σχεδιασμό και την Ανάπτυξη Εκπαιδευτικών Προγραμμάτων. *Σημειώσεις Μαθήματος*.

**Additional bibliography for study**

- Brookfield, S. (1996). Breaking the code. In R. Edwards, A. Hanson & P. Raggatt, *Boundaries of Adult Learning*. London: Routledge, pp. 62-78.
- Brookfield, S. (1991). On ideology, pillage, language and risk: critical thinking and the tensions of critical practice. *Studies in Continuing Education*, 13(1), 1-14, DOI: 10.1080/0158037910130101.
- Elias L. J. & Merriam S. (2005). *Philosophical Foundations of Adult Education*. Malabar; Florida: Krieger Publishing Co (3rd ed).
- Gioti, L. (2018). Theories of Action and Theories-in-use of Adult Educators. Motivation, Obstacles and Individual Differences in Teachers' Training. *International Journal of Learning and Teaching* (To be published in IJLT, ISSN: 2377-2891). <http://www.ijlt.org/uploadfile/2018/0824/20180824051142835.pdf>.
- Γιώτη, Λ. (2017). Ρεύματα σκέψης που καθοδηγούν τις θεωρίες και τις πρακτικές των Σχολικών Συμβούλων ως εκπαιδευτών ενηλίκων. *Εκπαίδευση Ενηλίκων*, 39, σσ. 6-16.
- Γιώτη, Λ. (2010). Ο σκοπός της συνεχιζόμενης εκπαίδευσης και επιμόρφωσης των εκπαιδευτικών στην προοπτική της δια βίου εκπαίδευσης: Οι απόψεις των Σχολικών Συμβούλων. Στο Κ.Δ. Μαλαφάντης, Μ. Ανδρεαδάκης, Δ. Καραγιώργος, Γ. Μανωλίτσης & Β. Οικονομίδης (επιμ.) *Ελληνική Παιδαγωγική και Εκπαιδευτική Έρευνα*, τ. Β', Αθήνα: Διάδραση, σσ. 1649-1660.
- Γρόλλιος, Γ. (2011). *Προσδευτική εκπαίδευση και αναλυτικό πρόγραμμα*. Θεσσ/κη: Επίκεντρο.
- Γρόλλιος, Γ. (2005). *Ο Paulo Freire και το Αναλυτικό Πρόγραμμα*. Θεσσαλονίκη: Βάνιας.
- Κουμάκης, Χ.Γ. (2000). *Φιλοσοφικά Ρεύματα και Παιδεία*. Ιωάννινα: Πανεπιστήμιο Ιωαννίνων.
- Ματσαγγούρας, Η. & Χέλμης, Σ. (2005). Προσωπική Θεωρία των Ελλήνων Δασκάλων: Κοινωνικά, Φιλοσοφικά και Διδακτικά Διλήμματα. Στο Μ. Kassotakis & G. Flouris (eds), *Topics and Issues in Education*. Αθήνα: Ατραπός.
- Pavlidis, P. (2013). Towards a Marxist-inspired Understanding of Philosophy of Education. In *Conference Proceedings of the XXIII World Congress Vol. 50, Philosophy of Education*. DOI: 10.5840/wcp232018501040. [https://www.researchgate.net/publication/325699872\\_Towards\\_a\\_Marxist-inspired\\_Understanding\\_of\\_Philosophy\\_of\\_Education](https://www.researchgate.net/publication/325699872_Towards_a_Marxist-inspired_Understanding_of_Philosophy_of_Education).
- Price, D. W. (1999). Philosophy and the Adult Educator. *Adult Learning*, 11(2), 2-5.
- Merriam, S. B. (ed) (1995<sup>2</sup>). *Selected Writings on Philosophy and Adult Education*. Malabar; Florida: Krieger Publishing Co.
- Pring, R. (2004). *Philosophy of Education: Aims, Theory, Common Sense and Research*. London-New York: Continuum.
- Thayer, H.S. (1967). Pragmatism. *The Encyclopedia of Philosophy*, vol. 6 (pp. 430-436). New York: The Macmillan Company and The Free Press.
- Young Michael F. D. (1998). *The curriculum of the future from the 'New sociology of education' to a critical theory of learning*. London; Philadelphia: Falmer Press.
- Zinn, L. (2004<sup>3</sup>). Identifying your Philosophical Orientation. In M. W. Galbraith (ed.), *Adult Learning Methods: A Guide for Effective Instruction*. Malabar, Florida: Krieger Publishing Company.

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM97	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	CRITICAL AND CULTURAL STUDIES AND ADULT TEACHING AND LEARNING		
<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	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<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>	eLearning (Moodle): <a href="https://elearning.auth.gr/course/view.php?id=1432">https://elearning.auth.gr/course/view.php?id=1432</a> <u>1</u>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After completion of the course, students should be familiar with the main theories of cultural and critical studies. Furthermore, they will be able to use the cultural analysis in order to understand the complex ways that culture shapes or formulates the subjective experiences, the daily life, the social relationships and the power and how this analysis may contribute to a democratic and liberating adult learning. Particularly they will:</p> <ul style="list-style-type: none"> <li>• understand the major theories of cultural and critical studies, the international trends in the field as well as its interdisciplinary character.</li> <li>• reflect on the broader theoretical challenges of the field and apply the principles of cultural analysis to social situations and practices that shape everyday consciousness and form identities in adulthood.</li> <li>• compose and use theories of critical and cultural studies to interpret and evaluate the dimensions of mass and popular culture and adult education movements.</li> <li>• cultivate the capacity for critical reflection and dialectical thinking.</li> </ul>
<b>General competences</b>
<ol style="list-style-type: none"> <li>1. Apply knowledge in practice</li> <li>2. Make decisions</li> <li>3. Work autonomously</li> <li>4. Work in teams</li> <li>5. Work in an interdisciplinary team</li> <li>6. Generate new research ideas</li> <li>7. Appreciate diversity and multiculturality</li> <li>8. Demonstrate social, professional and ethical commitment and sensitivity to gender issues</li> <li>9. Be critical and self-critical</li> </ol>

**COURSE CONTENT/SYLLABUS**

In this course we will approach the theory and practice of cultural and critical studies by following their historical course, evolution and future trends. We will clarify key terms by emphasizing power relations and their impact on the shaping of cultural practices, ideological and cultural hegemony and its relation to popular culture, semiotic practices, cultural industry and the pedagogical role of the art and culture in forming subjectivity and the identities that constitute adulthood. We will also highlight the utilization of adult education, in the context of cultural and critical studies, as public pedagogy and as a field of intentional political critique and cultural action for democratization, de-privatization of culture and the deconstruction of social hierarchies.

**Keywords**

cultural studies, critical education, adult learning, cultural hegemony, popular culture, ideology, subjectivity, identity

**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>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	20
	Seminars	25
	Reading assignments	25
	Written assignments	50
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p><b>Description</b>                      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), and reading assignments. The summative evaluation will be based on a) a written group assignment (65% of the final grade) and b) its public presentation and support (35% of the final grade).</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

a. **Course Bibliography**  
 Barker Chris & Jane Emma (2020). Πολιτισμικές Σπουδές Θεωρία και Πρακτική. (Επιμ. Β. Αλεξίου & Μάρθα Μιχαηλίδου). Αθήνα: ΕΚΔΟΣΕΙΣ ΤΖΙΟΛΑ. **Eudoxus code: 94645725**

b. **Additional bibliography for study**  
Foreign:  
 Barker, C. (2000). *Cultural Studies: Theory and Practice*. London: Sage.  
 Eagleton, T. (ed.) *Raymond Williams: Critical Perspectives*. Boston: Northeastern University Press.  
 Easthope, A. and McGowan, K. (eds.) (1992). *A Critical and Cultural Theory Reader*. Toronto: University of Toronto.

- Edgar, A. & Sedgwick, P. (2002). *Cultural theory: the key thinkers*. London & New York: Routledge.
- Foucault, M. (1996). The Subject and Power. *Critical Inquiry* 8(4), 777-795.
- Freire, P. & D. Macedo (1987). *Literacy: Reading the Word and Reading the World*. London: Routledge & Kegan Paul.
- Gioti, L. & Perdiki, E. (2019). Participation to Adult Non-Formal Leisure Education in Local Community Programs in the Economic Crisis. *International Journal of anagement and Applied Science (IJMAS)*, 5 (12), 48-54 (ISSN 2394-7926). IRAJ DOI Number - IJMAS-IRAJ-DOI-16769, <http://ijmas.iraj.in/index.php>.
- Giroux, H. A. (2012). *Disturbing pleasures: Learning popular culture*. Routledge.
- Hake, B. J. (1994). Formative Periods in the History of Adult Education: The role of social and cultural movements in cross-cultural communication. *Cultural and Intercultural Experiences in European Adult Education: essays on popular and higher education since, 1890*, 10-36.
- Lacan, J. (1966). Subversion du Sujet et Dialectique du Desir dans l' Inconscient Freudien. *Ecrits*. Paris.
- McGuigan, J. (1997). *Cultural Methodologies*. London: Sage.
- Morgan, W. J. (2002). Antonio Gramsci and Raymond Williams: Workers, Intellectuals, and Adult Education. In C. Borg, J. Buttigieg and P. Mayo (eds.) *Gramsci and Education*. Lanham: Rowman & Littlefield.
- Motta, S. C., Esteves, A. M., Langdon, J., Larweh, K., Cameron, S., Blanco, E. G., & Luchies, T. (2014). Reinventing emancipation in the 21st century: The pedagogical practices of social movements. *Interface*, 6(1), 1-24.
- Shary, T. (2003). Course File for "Film Genres and the Image of Youth". *Journal of Film and Video*, 55(1), 39-57.
- Smith, P. (2006). *Πολιτισμική θεωρία* (μτφρ. Θ. Κατσικερός) Αθήνα: Κριτική.
- Stamou, A. G., Agrafioti, A., & Dinas, K. D. (2012). Representations of youth (language) in Greek TV commercials. *Journal of Youth Studies*, 15(7), 909-928.
- Vogler, C. A., & Markell, P. (2003). Introduction: Violence, redemption, and the liberal imagination. *Public Culture*, 15(1), 1-10.
- United Nations (1986). *The situation of youth in the 1980s and prospects and challenges for the year 2000*. New York: United Nations.
- Tilly, C., & Wood, L. J. (2015). *Social Movements 1768-2012*. Routledge.
- Willis, P. E. (1977). *Learning to Labour: how working class kids get working classjobs*. Aldershot: Gower
- Greek:
- Adorno, T., Lowenthal, L., Marcuse, H. & Horkheimer, M. (1984). *Τέχνη και Μαζική Κουλτούρα*. Αθήνα: Ύψιλον.
- Άντερσον, Μ. (1997). *Φαντασιακές κοινότητες. Στοχασμοί για τις απαρχές και τη διάδοση του εθνικισμού*, (μτφρ. Π. Χαντζαρούλα). Αθήνα: Νεφέλη.
- Αστρινάκης Α. Ε. (1991). *Νεανικές υποκουλτούρες: Παρεκκλίνουσες υποκουλτούρες της νεολαίας της εργατικής τάξης: Η βρετανική θεώρηση και η ελληνική εμπειρία*. Αθήνα: Παπαζήσης.
- Bourdieu, P. (2013). *Η Διάκριση: Κοινωνική κριτική της καλαισθητικής κρίσης*, (μτφρ. Κ. Καψαμπέλη). Αθήνα: Εκδόσεις Πατάκης.
- Γιώτη, Α. & Φλουρής, Γ. (2014). Η απόπειρα κατασκευής μίας 'γλώσσας δυνατότητας' σε ένα επιμορφωτικό πρόγραμμα μεντόρων για την υποστήριξη μίας πολιτισμικά ευαίσθητης διδασκαλίας μαθητών με 'υποτελή' κουλτούρα. In *Proceedings of IV International Conference on Critical Education*, in Thessaloniki, 23-26 June, 2014 (to be published as e-book).
- Gellner E. 1992. *Έθνη και Εθνικισμός*. Αθήνα: Αλεξάνδρεια.
- Δερμεντζόπουλος, Χ. & Σπυριδάκης, Μ. (επιμ.), *Ανθρωπολογία, κουλτούρα και πολιτική*. Αθήνα: Μεταίχμιο.

- Eagleton, T. (2003). *Η έννοια της κουλτούρας*. Αθήνα: Πόλις.
- Gramsci, A. (1973). *Η οργάνωση της κουλτούρας*, (μτφ Θ.Χ. Παπαδόπουλος). Αθήνα: Στοχαστής.
- Greenberg, C. (2007). *Τέχνη και Πολιτισμός: Δοκίμια κριτικής* (μτφρ.-επιμ. Δ. Δασκαλοθανάσης). Αθήνα: Εκδόσεις Νεφέλη.
- Hall, S. (2017). *Το έργο της αναπαράστασης*, (μτφρ. Π. Πετσίνη). Αθήνα: Πλέθρον
- Hall, S., Held, D. & McGrew, A. (2003). *Η νεωτερικότητα σήμερα*. Αθήνα: Σαββάλας
- Hebdige, D. (1988). *Υποκουλτούρα: Το νόημα του στυλ*, (μτφρ. Έ. Καλλιφατίδη). Αθήνα: Γνώση.
- Lacan, J. (1982). *Το σεμινάριο του Ζακ Λακάν: Βιβλίο XI: Οι τέσσερις θεμελιακές έννοιες της ψυχανάλυσης (1964)*, (μτφρ. Α. Σκαρπαλέζου). Αθήνα: Κέδρος - Ράππα.
- Levi-Strauss, C., 2003. *Φυλή και Ιστορία. Φυλή και Πολιτισμός*. Αθήνα: Πατάκης.
- Λίποβατς, Θ. & Δεμερτζής, Ν.(1994). *Δοκίμιο για την Ιδεολογία*. Αθήνα: εκδ. Οδυσσέας.



## EM103- ART AND SOCIETY

EM103

## GENERAL

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM103	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	ART AND SOCIETY		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>CREDIT UNITS</b>	
books/ articles, notes, slide presentations, video lectures, audio, multimedia, interactive exercises etc.	3	4	
<b>COURSE CATEGORY</b>	Knowledge Embedding/ Consolidation		
<b>PREREQUISITE COURSES/CLASSES</b>	-		
<b>LANGUAGE OF INSTRUCTION /EXAMINATION</b>	GREEK & ENGLISH		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (Check separate code just for Erasmus students!)		
<b>COURSE URL</b>	<a href="https://elearning.auth.gr/my/index.php">https://elearning.auth.gr/my/index.php</a>		

## LEARNING OUTCOMES

## Learning Outcomes

α) **Subject Knowledge and understanding:** Socially engaged arts, education through the arts, new technologies in art and cultural education.

b) **Intellectual development:**

Upon successful completion of the course, students will:

- have approached fundamental theories on the role and use of arts (with emphasis on SEA), of cultural artefacts and spaces in education (cultural/museum education)
- be able to distinguish the key benefits and potential risks (disadvantages) of using ICT in approaching the Arts and museums, in school and other contexts.
- have been reflecting, experimenting, and working with their fellow students to create and present together, using ICT, ways of linking the above to the educational process inside and outside the school environment, setting as key denominator the holistic educational approach.
- have studied and critically analysed recent literature on art and critical pedagogy as well as on SEA.
- become familiar with the latest ICT tools for artistic-cultural education, as well as with the relevant web applications for the transformation of cultural objects and visual arts into a learning tool.
- have experimented with creating their own project using at least one application (ICT).

c) **Key/transferable skills**

- apply knowledge in practice
- retrieve, analyse and synthesise data and information, using new technologies
- work in interdisciplinary teams and in an international context
- generate new research ideas



- design and manage social practice artistic projects, within the context of their educational role

**d) Other skills relevant to their professional development and personal growth**

- appreciate diversity and multiculturalism
- demonstrate social, professional and ethical commitment and sensitivity to diversity issues
- be critical and self-critical on social, educational and artistic issues
- promote free, creative and inductive thinking

**General competencies**

- Apply knowledge into practice
- Search, analysis and synthesis of data and information, using New Technologies
- Adapt to new situations
- Decision-making
- Autonomous- & Team-work
- Generate new research ideas
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Cultivate emotional learning and empathy
- Promote critical, creative and inductive thinking

**COURSE CONTENT/SYLLABUS**

This course attempts a critical approach to the relevant literature and study/present artistic practices related to Socially Engaged Arts [SEA], critical pedagogy, sustainability, and arts education. The aim is to embed broader principles of social justice and participatory approaches in arts education pedagogical practices, while promoting sustainable development principles and raising awareness of these issues.

- A concise definition of Socially Engaged Arts, framing it historically and describing their various links to learning.
- Presentation of an international mosaic of examples/case studies that highlight the expanded social role of the arts and the ways in which they are interconnected with other scientific/cognitive fields in education praxis.
- Integration of ideas related to Socially Engaged Arts into the school curriculum.  
Main axes (Big Ideas): Public Space-Respecting Diversity- Sharing Knowledge-Collaborative Process- Transforming the World.
- Presentation of concrete examples of Socially Engaged Arts and ways of developing teaching scenarios/pedagogical programmes by students with the assistance of New Technologies on issues related to social inclusion, social practice and sustainability and critical pedagogy.

The application of theory in practice also aims to discuss with students current (modern) methodological tools, appropriate ways of using the online and/or mixed mode of delivery, types of artistic practices/activities and developed teaching models.

Students' assessment is continuous, has a formative and summative character, and includes exercises-activities carried out during the semester, as well as the final creation of an exhibition/programme concerning Socially Engaged Arts, which will be presented along with a relevant teaching proposal/application. Similarly, the evaluation of the course and teaching method by the students is carried out through semi-structured interviews at the beginning

and at the end of the course; students also complete a specific questionnaire of open-ended questions, which refer to the content, the way of teaching, the way of evaluation and the contribution of the course to their scientific development.

**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 Laboratory Education Use of ICT in communication with students Use of ICT in the assessment of students	
<b>COURSE ORGANISATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	50
	Study and analysis of books and articles	20
	Educational visits and attendance of conferences/seminars/events	12
	Preparation of a study (project)	18
	Writing essay / scenario	20
	<b>Total Course</b>	<b>120</b>
<b>STUDENT ASSESSMENT</b>	Written work/Scenario presentation 60% Creation of projects 40%	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

As basic course material students will receive an e-Book in Greek from the instructor and access to the interactive platform CAREfull, where several examples, material, practices and information on artistic social practices are uploaded.

Additional bibliography:

- Charalampidis, A. (2018). *The art of the 20th century*. Thessaloniki. (GR)
- Persinger, C. & Rejaie, A. (eds.) (2021). *socially engaged art history and beyond. alternative approaches to the theory and practice of art history*. Palgrave Macmillan Cham. <https://doi.org/10.1007/978-3-030-43609-4>
- Ioannidou, M. (2016). "Revising "the lessons of history" through intergenerational cultural education. A new learning approach project" In INTED2016 Proceedings, Conference 7th-9th March, Valencia, Spain. (pp. 0025-0032). ISBN 978-84-608-5617-7 <https://library.iated.org/view/IOANNIDOU2016REV>
- Helguera P. (2011) *Education for socially engaged art: a materials and techniques handbook*. Jorge Pinto Books.
- Doherty, C. (2015) *Public Art (Now): Out of Time, Out of Place*. ART BOOK DISTRIBUTORS LTD.

A variety of books, articles, websites, etc. are posted on the Elearning section of the course. It is given in detail at <https://elearning.auth.gr/>

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM-105	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	MUSIC PEDAGOGY I: MUSIC THEORY IN PRACTICE		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
Notes, Slide presentations, Audio, Multimedia, Book, Musical Instruments.	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	None, but 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://qa.auth.gr/en/class/1/600140958/">https://qa.auth.gr/en/class/1/600140958/</a> <a href="https://elearning.auth.gr/course/view.php?id=10999">https://elearning.auth.gr/course/view.php?id=10999</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 musical knowledge.</li> <li>• 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.</li> <li>• 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.</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>• 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>• 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> <li>• Advance free, creative and causative thinking</li> </ul>

**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 and the songs anthology book for primary schools, students have to choose and present a lesson and its activities in the classroom 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>	<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	78
	Laboratory Work	12
	Reading Assignment	10
	Artistic creation	7
	Exams	3
	Other / Others	10
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESSMENT</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, Summative)</li> <li>• Artistic Performance (Formative, Summative)</li> <li>• Practicing in duets</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Course Bibliography (Eudoxus)**

Brandley - Chrissikos Jane Andrée. (2007). Το μεταλλόφωνο για αρχάριους. Αθήνα: Edition Orpheus, Μ. Νικολαΐδης. (Κωδικός στον Εύδοξο: 50658407)

**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.

-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.

-Μόσχος, Κ., Τουμπακάρη, Ν., Τόμπλερ, Μ. (2009). Μουσικό ανθολόγιο Α΄-ΣΤ΄ Δημοτικού. Αθήνα: ΟΕΔΒ – Παιδαγωγικό Ινστιτούτο.

-Συναφή επιστημονικά περιοδικά: Μουσική Εκπαίδευση, Ρυθμοί, Μουσικοπαιδαγωγικά.

## EM106 - COMPARATIVE EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM106	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	COMPARATIVE 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=10993">https://elearning.auth.gr/course/view.php?id=10993</a>		

## LEARNING OUTCOMES

## Learning outcomes

Upon successful completion of this course, the students will be able to:

1. Explain the epistemology of the field of Comparative Education.
2. Recognise the necessity of the comparative approach in order to understand educational phenomena in an increasingly globalised world.
3. Use the methodological principles of Comparative Education in order to analyse critically educational issues at local, national and international level.
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.

## 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 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:

- Comparative Education as a scientific discipline

- Educational lending and transfer of educational discourse
- Comparative argument as a political tool
- 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
	Reading assignment	39
	Exams	3
	<b>Total</b>	<b>120</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 bibliography (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

Καζαμιάς, 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 Καζαμιά*. 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.



## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM108	<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>	
Notes, Slide presentations, Audio, Multimedia, Book, Musical Instruments.	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<b>PREREQUISITE COURSES/CLASSES</b>	<b>General Prerequisites</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://qa.auth.gr/en/class/1/600155795/">https://qa.auth.gr/en/class/1/600155795/</a> <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>
Upon successful completion of the course students should: <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>• Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>• Adapt to new situations</li> </ul>

- Make decisions
- Work autonomously
- Work in teams
- 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, 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 Solfège. 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 and the songs anthology book 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>	<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	78
	Laboratory Work	12
	Reading Assignment	10
	Artistic creation	7
	Exams	3
	Other / Others	10
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESSMENT</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> </ul>	

	<ul style="list-style-type: none"> <li>• Written Exam with Problem Solving (Summative)</li> <li>• Laboratory Assignment (Formative)</li> <li>• Artistic Performance (Formative, Summative)</li> <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 αλφαριθμητάρι της στοιχειώδους θεωρίας της μουσικής*. Αθήνα: Edition Orpheus, Νικολαΐδης Μ.

-Παπαζαρή, Αθ. (1990). *Η παιδική φωνή και το τραγούδι*. Κατερίνη: Τέριτος.

-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). 2η αναθεωρημένη έκδοση. 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.

## EM109 MUSIC PEDAGOGY III: INTRODUCTION TO MUSIC TEACHING METHODS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM109	<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>	
Notes, Slide presentations, Audio, Multimedia, Book, Musical Instruments.	3	4	
<b>COURSE CATEGORY</b>	Specific Foundation / Core		
<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 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).</p>		
<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/1/600155812/">https://qa.auth.gr/el/class/1/600155812/</a> <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>• Retrieve, analyse and synthesise data and information, with the use of necessary technologies</li> <li>• Make decisions</li> </ul>

- Work autonomously
- Work in teams
- 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**

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>	<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	78
	Laboratory Work	7
	Reading Assignment	10
	Artistic Workshop	5
	Artistic creation	7
	Exams	3
	Other / Others	10
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESSMENT</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>• 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)**

Ανδρούτσος, Π. (2012). *ΜΟΥΣΙΚΗ ΠΑΙΔΑΓΩΓΙΚΗ - Μέθοδοι Διδασκαλίας της Μουσικής, Παρουσίαση και Κριτική Θεώρηση των Μεθόδων Orff και Dalcroze*. Αθήνα: Edition Orpheus, Μ. Νικολαΐδης. (Κωδικός στον Εύδοξο: 50658346)

**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.
- Shehan Campbell, P., Scott-Kassner, C. (2014). *Music in Childhood: From Preschool through the Elementary Grades*. USA: Cengage Learning.
- 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.
  
- Πρακτικά Συνεδρίου: *Δημιουργικότητα στη μουσική διδασκαλία και πράξη*. Πρακτικά 4ου Συνεδρίου της Ελληνικής Ένωσης για τη Μουσική Εκπαίδευση, Λαμία 1-3 Ιουλίου 2005. Επιμέλεια - σχεδιασμός Π. Συμεωνίδης, διορθώσεις Π. Ανδρούτσος. Λαμία: Ελληνική Ένωση για τη Μουσική Εκπαίδευση, 2005.
  
- 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>	EM113	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	CHILDREN'S AND YOUTH LITERATURE. GENRES, THEORY AND CRITICISM		
<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	4	
<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 acquaint students with the broader field of children's literature. The learning objectives of the course include the following:

- Understanding the special defining characteristics of children's literature.
- Understanding the relationship of the wider context (historical, social, cultural) with the emergence and development of children's literature in Europe and Greece.
- Familiarity with the theories of literature, the terminology of storytelling (genre, plot, point of view, etc.), as well as with the ways of utilizing and applying them in the context of literary and critical literacy.
- Familiarity with the wider area of modern criticism and theory of children's literature.
- Familiarity with the literary genres and the main authors that make up the history of literature for children and young people, both globally and locally.
- Acquiring skills related to the creation and implementation of Pedagogical Programs with didactic approaches to children's literature

**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 overview of children's literature. Concept, content and peculiarities of children's literature. Literature and 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. How we study children's literature. Intratextual and extratextual approach indicators. Elements of the narrative. The terminology of storytelling (genre, plot, focus, time, etc.). Ways of utilizing and applying it in the context of literary and critical literacy.
4. Brief historical overview of the course and development of Greek and international children's literature.
5. The types and genres of Children's Literature. Trends and developments, theory and criticism.
6. The Folktale: its characteristics and its relationship with popular culture. Types of folktales. Storytellers and neo-narrators.
7. Short-form narratives (popular, neoteric, child-centered, autobiographical texts).
8. Children's poetry (rhythmic, lyrical, neoteric poetry).
9. Broad-form narratives (novels and short stories). Picture book and knowledge book.
10. From children's theater to theater for children.
11. Novelty in children's literature. Reasons for its creation. The role of the reader in modern children's literature. Modern narrative genres (a. Intertextuality, b. Metafiction). Analyzes of selected neoteric books for children based on their ideological charge.
12. Brief introduction to adolescent and youth literature.
13. Children's Literature and Education. Reading and interpretation of children's literature texts. Techniques of approaching folk tales, children's short stories and children's poetry. Presentation and analysis of exemplary teaching approaches.

**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	30
	Field Exercise	60
	Study and analysis of books and articles	10
	Written assignments	17
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>For the academic year 2022-2023, 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).</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> </ul>	



**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**a. Course Bibliography (Eudoxus)**

Μένη Δ. Κανατσούλη, Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας, University Studio Press, Αθήνα, 2018.

Καρακίτσιος Α., (2016). Περί Παιδικής Λογοτεχνίας, β έκδοση ( αναθεωρημένη), Ζυγός, Θεσσαλονίκη.

**b. Additional bibliography for study**

Αναγνωστόπουλος, Β., 1996 Τάσεις και εξελίξεις της παιδικής Λογοτεχνίας, Οι εκδόσεις των φίλων, Αθήνα.

Γουλής, Δ., Το έργο και η προσφορά της Φιλίσας Χατζηχάνα στην παιδική λογοτεχνία της Κύπρου και της Ελλάδας, Εκδόσεις Επίκεντρο, Θεσσαλονίκη 2012.

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 2012, 17-35.

Γουλής, Δ. (2012). «Φιλαναγνωσία: ερωτήσεις και απαντήσεις», Ανέμη. Επιθεώρηση κυπριακής παιδικής λογοτεχνίας, τ. 20, 92-95.

Γουλής, Δ. (2013). «Αναπαραστάσεις Τουρκοκυπρίων σε έργα κυπριακής παιδικής λογοτεχνίας», Ηλεκτρονικό Περιοδικό Κείμενα, 16.

Γουλής, Δ. (2017), «Ένας κόσμος σε κίνηση ή Και όμως κινείται!», Εντευκτήριο, τ. 113, Νοέμβριος 2017.

Hunt, P. (2001). Κριτική Θεωρία και παιδική λογοτεχνία, Αθήνα: Πατάκης.

Hunt, P. (2001) (επιμ.) Κατανοώντας τη λογοτεχνία για παιδιά, Αθήνα: Μεταίχιμο.

Μιράζγεζη, Μ., 1978. Ποίηση και Διδασκαλία, Αθήνα.

Μουλλάς, Π., 1991. Παλήμψιστα και μη, Στιγμή, Αθήνα.

Παπαντωνάκης, Γ.Δ., 1999. Κώδικες και αφηγηματικά προγράμματα σε κείμενα της παιδικής Λογοτεχνίας, Πατάκης, Αθήνα.

Παπαντωνάκης, Δ. Γ, Θεωρίες Λογοτεχνίας και ερμηνευτικές προσεγγίσεις κειμένων για παιδιά και νέους, Αθήνα, Πατάκης, 2009.

Πεσματζόγλου,Τ., 1991. Το ηρωικό παραμύθι της Πηνελόπης Δέλτα, Βιβλιοπωλείον της Εστίας, Αθήνα.

Σκαρτσής, Σ., 1995. Δέκα σημειώματα για την Ποίηση, Παρατηρητής, Θεσσαλονίκη.

Σουλιώτης, Δ., 19952 . Αλφαβητάριο της Ποίησης, Δεδούσης Γ., Θεσσαλονίκη.

Σπανός, Δ., 1996. Διδακτική Μεθοδολογία- Η διδασκαλία του ποιήματος, τ.α', Αθήνα.

Σπανός, Γ., 1991. "Η Ποίηση για παιδιά στην Ελλάδα. Παιδαγωγικό και αισθητικό πρόβλημα" στο συλλογικό τόμο, Σύγχρονες τάσεις και απόψεις για την παιδική Λογοτεχνία, Πρακτικά του Δ' Σεμιναρίου του Κύκλου του παιδικού βιβλίου, σ.σ. 43-57, Ψυχογιός, Αθήνα.

Τζιόβας, Δ., 1993.. Το παλήμψιστο της ελληνικής Αφήγησης, από την αφηγηματολογία στη διαλογικότητα, Οδυσσέας, Αθήνα

Genette, G., 1972. Figures III, Paris, Seuil.

**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>		<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**

<b>Learning outcomes</b>
<p>Upon the completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>• understand and discuss different definitions of bilingualism</li> <li>• discriminate between societal and individual bilingualism</li> <li>• discuss issues of linguistic diversity in the Greek context</li> <li>• understand the basic issues of bilingual education</li> <li>• be familiar with the language support structures offered by the Greek educational system</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**

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: Σύνδεσμος 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. & Tsokolidou, 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.

## EM115- 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>	EM115	<b>SEMESTER</b>	5
<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	4	
<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	30
	Field Exercise	60
	Study and analysis of books and articles	10
	Written assignments	17
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	For the academic year 2022-2023, 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).	

**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.



## EM116- 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>	EM116	<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	4	
<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	30
	Field Exercise	60
	Study and analysis of books, articles and movies	10
	Written assignments	17
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	Students are expected to produce an essay, consisting of a theoretical and practical component, concerning the relations between children 's literature and cinema.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**c. 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.

**d. 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, J. (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, 5º: 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**

**EM117**

**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM117	<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	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).	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**Required**

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. Διαθέσιμο στο: <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 Παλινοστούτων Μαθητών», Δράση 2 «Ενίσχυση Ελληνομάθειας», Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης. Διαθέσιμο στο: [http://www.diapolis.auth.gr/diapolis\\_files/dراس1/Epimorfotikos\\_odigos.pdf](http://www.diapolis.auth.gr/diapolis_files/dراس1/Epimorfotikos_odigos.pdf)

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. Διαθέσιμο στο: <https://bit.ly/3PSUOvC>

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

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.

### Suggested

In Greek

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

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.

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

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.

## EM118- LOVE OF READING, CHILDREN'S LITERATURE AND CREATIVE WRITING

EM 118

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM118	<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	4	
<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

## Learning outcomes

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.

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).

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).

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

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.

## General competences

- Critical analysis of the theory of children's literature.
- 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 creative, critical and self-critical

## 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	30
	Field Exercise	60
	Study and analysis of books, articles and movies	10
	Written assignments	17
	Exams	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>For the academic year 2022-2023, 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).</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> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

**e. Course Bibliography (Eudoxus)**

Αρτζανίδου Ε., Γουλής Δ., Γρόσδος Δ., Καρακίτσιος Α., Παιγνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυχωσεις, Gutenberg, Αθήνα, 2011.

Καρακίτσιος Α., ( 2021). Δημιουργική Γραφή: παίζουμε λογοτεχνία, Ζυγός Θεσσαλονίκη.

**f. 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'Éducation.
- 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 Κέμπριτζ*, 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). «Φιλίσα 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 αρχαικό 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.

## EM119- 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>	EM119	<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	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>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The aim of the course is the presentation and analysis of topics related with the concept of disability and education.</p> <p>By the end of the course, students will be expected to:</p> <ul style="list-style-type: none"> <li>-Familiarize with questions related to the education of disabled students</li> <li>-Understand educational practices that advance inclusive education</li> <li>-Be able to analyze teaching practices that function as obstacles to inclusive education</li> <li>-Understand the logic of individualization and the “slimmed down” curricula</li> <li>-Understand that the acquisition of skills for identifying impairments is not helpful for teaching disabled students.</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>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</p>
---

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 Assigment	39
	Exams	3
	<b>Total</b>	<b>120</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 Συνέδριου 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

## EM120 - DIDACTICS OF PHYSICS

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EM120	<b>SEMESTER</b>	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	4	
<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>			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Within the context of this course, it is aimed that the students:</p> <ul style="list-style-type: none"> <li>● Are capable of formulating th have existed in the Didactics of Physics, as well as in the Didactics of Science, in general.</li> <li>● Perceive the basic interrelations between the Philosophy of Physics as a science and the teaching of Physics.</li> <li>● Know the basic epistemological principles, as well as the procedures, which are related to the “Didactic Transform”: from the scientific knowledge into the school knowledge.</li> <li>● Possess knowledge of the, so called, “Three-Dimensions Model” in the Didactics of Physics.</li> <li>● Conceptualise the role of the experiments.</li> <li>● Have conceptualised the basic axes of the STS Model (“Science - Technology - Society”).</li> <li>● Comprehend the relation between Critical Education and Physics’ Education.</li> <li>● Have a clear image of the terms: “Aims of the instruction”, “Teaching Objectives”, “Teaching Scenario”, “Lesson Plan”, “Instructional Means”, “Worksheet” and “Teaching Intervention”, as regards the teaching of Physics.</li> <li>● Are able, in a practical level (with aid of specific Workshops organised in groups), to formulate and realise a <i>teaching scenario</i>, on a unit of Physics, among the ones taught at Primary School.</li> </ul>
<b>General competences</b>
<p>The aim of this course, for these students that will choose it, is for them to acquire competences, such as:</p> <ul style="list-style-type: none"> <li>➤ To raise queries and to carry out inquiry, as a process of learning.</li> <li>➤ To study resources, books and papers/articles, on a topic.</li> <li>➤ The careful and well-designed surfing in the Internet, towards finding answers.</li> <li>➤ The study, as well as the synthetic work, within teams.</li> <li>➤ The configuration, but also the evaluation of achievement, of the <i>teaching objectives</i>, on the teaching of a specific unit of Physics at Primary School.</li> <li>➤ The organised and well-structured presentation of: pieces of knowledge, findings and also views, both in oral and written form.</li> </ul>

- The juxtaposition of References (literature) at a proper and comprehensible way.
- The realisation of a complete lesson of Physics 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 framework of the course, within the timeline of the semester, the following topics are taught /discussed:

- The necessity and the historic course of the 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 the one to the other.
- 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.
- The instruction about 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, 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 at the electronic class of the course. During the lecture, a computer and a projector are used.

	For the communication between the professor and the students, the electronic class is, auxilarly, used.	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39 hours
	Study - on behalf of the students - of resources and literature / bibliography	24 hours
	Currying out of the teaching scenario, which is presented at the plenary session	30 hours
	Presentation of the teaching scenarios, with their Worksheets, at the plenary session	24 hours
	Final written exams	3 hours
	<b>Total</b>	<b>120</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, which the students build in groups, they 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). *The long ("Physics") before the short ("Teaching")*. [Greek Language]. Publishers: Savallas.
- [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.



**EM121 - EPISTEMOLOGICAL AND METHODOLOGICAL ISSUES OF EDUCATION /  
EDUCATIONAL SCIENCES**
**GENERAL INFO**

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<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	4	
<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>			

**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 Postmodern-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: “DISCURSIVE FORMATIONS” (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	21
	Writing activities/exercises	40

	Diary/portfolio writing	20
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	During the semester, participants develop a variety of activities and projects.	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

10 Γούναρη. Π., Γρόλλιος, Γ. (επιμ.) (2010) *Κριτική Παιδαγωγική. Μια συλλογή κειμένων*. Αθήνα: Μεταίχμιο.

Κελπανίδης, Μ. (2007) Εμπειρική Παιδαγωγική. In: Π. Ξωχέλλης (επιμ.) *Λεξικό της Παιδαγωγικής*. Θεσσαλονίκη: Αφοι Κυριακίδη, σσ. 253-256.

Μπονίδης, Κ. (2016) Ανάλυση Περιεχομένου: διαδικασία και μοντέλα ανάλυσης. In 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. In 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. In Κ. Μπονίδης, Γ. Ζαρίφης (eds) *Παιδαγωγική-Επιστήμη της Αγωγής-Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα*. Θεσσαλονίκη: Γράφημα, 3-84.

Μπονίδης, Κ., Ζαρίφης, Γ. (eds) (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. In Π. Ξωχέλλης (ed) *Λεξικό της Παιδαγωγικής*. Θεσσαλονίκη: Αφοι Κυριακίδη, 298-300.

Cohen, L., Manion, L., Morrison, K. (2008) *Μεθοδολογία εκπαιδευτικής έρευνας*. Αθήνα: Μεταίχμιο.

Foucault, M. (1984) *Τι είναι Διαφωτισμός* (transl. Σ. Ροζάνης). Αθήνα: Έρασμος.

Foucault, M. (1982) *Ιστορία της Σεξουαλικότητας*, 1ος τόμος: *Η δίψα της γνώσης* (transl. 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* (transl. Κ. Χατζηδήμου-Ι. Ράλλη). Αθήνα: Ράππας.

Foucault, M. (1989) *Ιστορία της Σεξουαλικότητας*, 2ος τόμος: *Η χρήση των απολαύσεων* (transl. Γ. Κωνσταντινίδης). Αθήνα: Ράππας.

Foucault, M. (2008) *Οι λέξεις και τα πράγματα. Μια αρχαιολογία των επιστημών του ανθρώπου* (transl. Κ. Παπαγιώργης). Αθήνα: Γνώση.

Freire, P. (1997) *Η αγωγή του καταπιεζομένου*. Αθήνα: Ράππας.

Hofstetter, R., Schnewly B. (eds) (2005) *Εισαγωγή στις επιστήμες της εκπαίδευσης* (transl., ed. Δ. Καρακατσάνη). Αθήνα: Μεταίχμιο.

Phillips, L. & Jørgensen, M. (2009) *Ανάλυση λόγου. Θεωρία και Μέθοδος* (transl. 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, transl. J.S. Brice & R. Eshelman). Dordrecht: Springer.
- Brezinka, W. (1994) *Basic Concepts of Educational Science: Analysis, Critique, Proposals* (transl. 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. In G. Misch (Hrsg.) (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, ed. P. Rabinow, London: Penguin.
- Foucault, M. (1983) On the Genealogy of Ethics: An Overview of Work in Progress. In M. Foucault (1984). *The Foucault Reader* (ed. P. Rabinow). London: Penguin.
- Foucault, M. (1984) Sex, Power, and the Politics of Identity. In M. Foucault (2000) *Ethics. Essential works of Foucault 1954-1984*. τ. 1, (ed. P. Rabinow). Λονδίνο: Penguin.
- Foucault M. (1991) Governmentality. In: G. Burchell, C. Gordon, P. Miller (eds). *The Foucault Effect. Studies in Governmentality*. Chicago: The University of Chicago Press, 119-150.
- Freire, P. (1973) *Education for critical consciousness*. New York: Seabury Press.
- Fritsche, B., Hartmann, J., Schmidt, A., Tervooren A. (Hrsg.) (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. In H. Bradbury, P. Reason (eds). *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, 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. In Eierdanz, J. & Kremer, A. (Hrsg.). *Weder erwartet noch gewollt – Kritische Erziehungswissenschaft und Pädagogik in der Bundesrepublik Deutschland zur Zeit des kalten Krieges*. Baltmannsweiler: Schneider Verlag, 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. (Hrsg.)(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. In M. Heitler (Hrsg.) *Zur Bedeutung der Empirie für die Pädagogik als Wissenschaft*. Bochum: Kamp, 53-64.
- Mollenhauer, K. (1964) *Erziehung und Emanzipation*. München: Juventa.
- Mollenhauer, K. (1964) Pädagogik und Rationalität. In K. Mollenhauer. *Erziehung und Emanzipation*. München: Juventa, 55-74.
- Mollenhauer, K. (1982) Marginalien zur Lage der Erziehungswissenschaft. In E. König, P. Zedler (Hrsg.) *Erziehungswissenschaftliche Forschung: Positionen, Perspektiven, Probleme*. Paderborn/München: Fink, 252-265.
- Pongratz, L., Wimmer, M., Nieke, W., Masschelein, J. (Hrsg.)(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. In A.,Henkel, L., Neumann, H.Romahn (Hrsg.) *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, 365-380.
- Schonig, B. (Hrsg.) *E. Weniger- Ausgewählte Schriften zur geisteswissenschaftlichen Pädagogik*, τ. 6, Weinheim: Beltz, 11-27.
- Sünker, H., Krüger, H.H. (1999) *Kritische Erziehungswissenschaft am Neubeginn?* Frankfurt: Suhrkamp.

- Trifonas, P. (2003) Toward a Deconstructive Pedagogy of *Différance*. In P. Trifonas (ed) *Pedagogies of difference: Rethinking education for social justice*. New York/London: Routledge Falmer, 211-226.
- Trifonas, P. (ed) (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, 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, 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>

## EMM122- THE EXPERIMENT AND ITS ROLE FOR PHYSICS AT PRIMARY EDUCATION

## GENERAL INFO

FACULTY	FACULTY OF EDUCATION		
SCHOOL	SCHOOL OF PRIMARY EDUCATION		
CYCLE	UNDERGRADUATE		
COURSE CODE	EM122	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	4	
COURSE CATEGORY	Specific Foundation / Core		
PREREQUISITE COURSES/CLASSES	-		
LANGUAGE OF INSTRUCTION/ EXAMINATION	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE URL			

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Within the context of this course, it is aimed that the students:</p> <ul style="list-style-type: none"> <li>● Know, and can describe the key role that the experiment carries out, for the teaching of Physics at Primary School.</li> <li>● Are aware of and know the use of <i>simple materials of everyday use</i>, which can be used for the experimental teaching of Physics at Primary School.</li> <li>● Know, and are capable of handling the basic arrangements of Laboratory equipment, which are used for the Physics' experiments at Primary School.</li> <li>● Are in a position to carry out all the experiments that are stipulated in the teaching of the units of Physics (textbook for Primary School: "I research and I discover"). They will also be in a position to aid their future students in conducting these experiments.</li> </ul>
<b>General competences</b>
<p>The aim of the course, for the students that would select it, is that they acquire competences, such as:</p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ The ability to <i>take</i> and <i>record measurements</i>.</li> <li>➤ The competence of handling simple laboratory devices and arrangements, tha are used in the Physics of Primary Education.</li> <li>➤ The elaboration of the measurements taken, such as finding the average values, plotting simple graphs etc.</li> <li>➤ The identification / recognition of the various forms of <b>error</b>, when measurements are carried out, as well as the justification /reasoning about errors.</li> </ul>



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 incorporate also the latter, into their instruction of Physics.
- To be in a position to control and evaluate what are the reasons for which an experiment “failed” or did not give 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 the experiment in the instruction of Physics.
- A historical retrospection of the use of experiments in the teaching. Historical experiments in the time evolution of Physics and their role.
- The various types of experiment 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 the measurement 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 design 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 the experiments at Primary School. For instance: the dynamo-meter, the digital chronometer, the electric multi-meter, basic electric sources, simple circuits, the alcohol thermometer, the protractor disc, and the prisms for the analysis of light in colors.
- Basic demonstration experiments, with the participation of the undergraduate students, corresponding to 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 arrangements and sensors, which can be used for experimenting at Primary School, as well as their role in teaching.
- Certain software tools for carrying out simulated experiments through computer, 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 experiments of Physics for the Primary Education.

At a laboratory level:

- At specific meetings / lectures, during the duration of the course, some students present experiments that 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 the above experiments, the teaching objectives are described, the equipment used is presented, the place where the experiment would take place is specified (laboratory/school classroom etc), the arrangement of student in groups in the class is discussed, and - finally - the Worksheets that would be delivered to the school students, are scrutinised.

- Feedback, as well as discussion, about the experiment(s) presented, form the plenary session of the undergraduate students.

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

<b>MODE OF DELIVERY</b>	Face to face teaching (lectures).	
<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 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
	Study - on behalf of the students - of resources and Bibliography / References	24 hours
	Currying out the work for the presentation of a didactic scenario based on experiments (with the teaching objectives, the means and the Worksheets), in the form of a team work.	30 hours
	Presentations of the didactic scenarios, as they gradually evolve, to the plenary session	27 hours
	<b>Total</b>	<b>120</b>

<b>STUDENT ASSESMENT</b>	<p>A. With an overall, synthetic work, at the end of the semester, where experiments in a special unit of Physics are presented, along with their teaching usage within the classroom (70% of the grade).</p> <p>B. From the teaching - based on experiments - which the students build in groups, the present it at the plenary session and deliver it to the professor. (30% of the grade).</p>
--------------------------	---

**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 Suggested Literature/Bibliography:
  
- Kandilis Panagiotis (1996) *Physics at Primary School: Methodology and Experiments*. [Greek Language].  
Publishers: Self Publishing
  
- Baxter Nicola (2000). *My book of Science Experiments*.  
Publisher: Bookmart.

## EM123 - DIGITAL TECHNOLOGIES AND EDUCATIONAL ROBOTICS IN PHYSICS' EDUCATION

### GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EM123</b>	<b>SEMESTER</b>	<b>D (4<sup>th</sup>)</b>
<b>COURSE TITLE</b>	<b>DIGITAL TECHNOLOGIES AND EDUCATIONAL ROBOTICS IN PHYSICS' EDUCATION</b>		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<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>			

### 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 the 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 comprehend phenomena and topics of Physics and to explain them to their own students, by deploying digital technologies and/or Educational Robotics, instead of using complex descriptions or descriptions containing 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, as regards 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, as regards - 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) the 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 the pieces of educational software, with a focus on Physics, as 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 (eg 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:** In general about the role of digital technologies, as teaching and learning tools broadly, 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.
- **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.**

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

<b>MODE OF DELIVERY</b>	Face to face teaching (lectures).	
<b>USE OF ICT</b>	<p>The professor, as well as the students, use - during the course:</p> <p>a. Resources form the Internet.</p> <p>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 is used, as an auxiliary tool for communication between the teacher and the students.</p> <p>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.</p>	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	39 hours
	Study - on behalf of the students - of resources and Bibliography / References	24 hours
	Currying out the work for the presentation of a didactic scenario based on digital technologies and/or Educational Robotics (with the teaching objectives, the means and the Worksheets), in the form of a team work.	30 hours
	Presentations of the didactic scenarios, based on digital technologies and/or Educational Robotics, as they gradually evolve, to the plenary session.	27 hours
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	<p>B. With an overall, synthetic work, at the end of the semester, where teaching in a special unit of Physics is presented, based on digital tools and/or Educational Robotics, along with its teaching usage within the classroom (scenario, lesson plan, Worksheet) (70% of the grade).</p> <p>B. From the teaching - based on on digital tools and/or Educational Robotics - which the students build in groups, they present it at the plenary session and deliver it to the professor. (30% of the grade).</p>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

--

- Psycharis Sarantos & Kalovrektis Konstantinos (2017). *Didactics and Design of Educational Activities on STEM and ICT's*. [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.

Additional Suggested Literature/Bibliography:

- 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*.  
Publisher: Kleidarithmos.

**EM124 SPECIAL ISSUES OF 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>	EM124	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	SPECIAL ISSUES OF INTERCULTURAL EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<b>COURSE CATEGORY</b>	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>			

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

After the course, students are expected to understand issues related to contemporary societies from the perspective of intercultural education for social justice. More specifically:

- Enable students to explore the content of some key theoretical concepts of Intercultural Education in relation to contemporary conditions, demands and problems & reflect on the possible implications of their own perceptions & practices.
- students are expected to develop their interest in issues important to education - and not only - so that they are able to respond to the educational needs of all students, regardless of the context from which they come

**General competences**

Putting knowledge into practice

- Decision making
- Autonomous work
- Group work
- Generating new research ideas
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promotion of free, creative and deductive thinking

**COURSE CONTENT/SYLLABUS**

First module: Basic Theoretical Concepts "race", identities, culture - The role of teachers  
 Second module: Nation, Nationalism & Education. The Nation-State: citizenship, inclusions, exclusions & creation of minority populations. The role of education  
 Third Module: Identities National Ethnic Ethnic Religious Cultural The place of education  
 Fourth module: Religious differentiation & education  
 Fifth module: Migrants and Education  
 Sixth Module: Diversity, Curriculum & Differentiated Pedagogy



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

<b>MODE OF DELIVERY</b>		
<b>USE OF ICT</b>		
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	60
	Seminars	18
	Study and analysis of books and articles	39
	Examinations	3
	<b>Total</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	With scholarly papers	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Parthenis, Ch. (2016). Intercultural education in the face of new challenges. Athens: Metaixmio.

Tsiakalos, G. (2006). *Against the laboratories of racism*. Athens: Tipothito.

Paleologou, N. & Evangelou, O. (2011). *Educational Policy for Children of Immigrants*. Athens: Pedio.

Zahos, D. (2023). *Intercultural education for social justice*. Kallipos.

## EM125 - TOPICS OF MODERN PHYSICS 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>	EM125	<b>SEMESTER</b>	E (5 <sup>th</sup> )
<b>COURSE TITLE</b>	TOPICS OF MODERN PHYSICS IN EDUCATION		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	4	
<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>			

## LEARNING OUTCOMES

## Learning outcomes

Within the context of this course, it is aimed that the students:

- Are capable of understanding - in a simple manner - the applications of Modern Physics in our everyday life and in our lives.
- Know the basic issues, concerning the structure of matter, as well as the interior of the atom.
- Possess an adequate image, without the mathematical formalism - as perspective Primary School Educators - of the theories which changed Physics during the 20<sup>th</sup> century, such as Quantum Mechanics and the Special Theory of Relativity.
- Are able to describe - at a basic level - what happens at the very small scales of the world around them ("Microcosm"), as well as at the very large scales ("Macrocosm").
- Be capable of interpreting certain applications of Modern Physics in today's world and in Technology, such as the lasers, the Electromagnetic Waves, the ultrasounds etc.
- Describe the properties of the three basic states of matter (solid, liquid and gaseous), as well as of other properties of matter (such as plasma), in the way that the former are conceived in our era.
- Have knowledge of elementary Astrophysics and Astronomy (the planets, the stars, other celestial bodies, galaxies, Physics of the Sun, general knowledge about the Universe, Black Holes).
- Are able to adequately perceive the role played by determinism (the Laws of Nature), but also the role played by the "random" ("stochastic"), in the phenomena around us.
- Develop - as a stance - a positive vocation and love towards the construction "Modern Physics", and not be afraid neither to study it as scientists nor talking about it to their perspective students in the classrooms.

## General competences

The aim of the course, for the students that would select it, is that they acquire competences, such as:

- The creation of questions and the inquiry, as procedures of learning.
- The study/research of resources, books and papers, on a topic.

- The careful and well-designed navigation in the Internet, towards finding answers.
- The study, but also the synthetic work *in groups*.
- Problem - solving.
- The organised and well-structured presentation of knowledge, findings and views, both in oral and written form.
- The juxtaposition of Literature/Bibliography in a correct and comprehensive manner.

**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:

- Physics as science. Basic elements and concepts from Classical Physics.
- The main Principles that govern: Mechanics, Electromagnetism, Physics of Heat and Temperature, Oscillations and Waves.
- The four main forces that regulate the function of the natural world. Things they have in common and differences among them. The possibility or not to unify these four forces.
- The structure of matter. From molecules to atoms and in the interior of an atom. The nucleus and its structure. The elementary particles.
- The changes brought about by Quantum Mechanics. Possibility vs certainty. The dualism: particle and wave. Elementary knowledge about “Microcosm”.
- The benefits and the dangers from the dissolution of the atom and from the nuclear power.
- The lasers. Their principles of operation and their applications.
- Superconductivity and superconductive materials. The major discoveries about them.
- Applications of Modern Physics in Medicine. X-rays, ultrasounds, Computerised Tomography (CT) and Magnetic Tomography.
- An introduction to the Physics of earthquakes and the tools of Physics which help their recording, their measuring, as well as their prediction.
- Basic elements of Astrophysics and Astronomy. The planets and our Solar System.
- The stars. Their basic characteristics and their life circle. Elements from the Physics of the Sun.
- The galaxies. The structure and the time-evolution of the Universe. Basic theories about the origin of the Universe.
- The Special Theory of Relativity and the main changes which it brought about in Physics.
- Issues concerning gravity and the Black Holes.

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

<b>MODE OF DELIVERY</b>	Face to face teaching (lectures).
<b>USE OF ICT</b>	The professor, as well as the students, use - during the course: <ul style="list-style-type: none"> <li>a. Resources from the Internet.</li> <li>b. Electronic files and simulations/models, which are also uploaded to the e-class of the course.</li> </ul> During the lecture, a computer and a projector are used. Additionally, the electronic class is used, as an auxiliary tool for communication between the professor and the students.

COURSE ORGANIZATION	Activity	Workload (hours)
	Lectures	39 hours
	Study - on behalf of the students - of resources and Bibliography / References	25 hours
	Currying out the final, synthetic, work	30 hours
	Presentation of the course of the overall synthetic work, as it gradually evolves, to the plenary session. Feedback is provided.	26 hours
	<b>Total</b>	<b>120</b>
STUDENT ASSESMENT	With an overall, synthetic, written work, at the end of the semester (100% of the grade).	

#### SUGGESTED READING LIST/ BIBLIOGRAPHY

- Oikonomou Eleftherios (2004) *Physics Today. The small world, the great. Volume 2: The ten scales of the matter.* [Greek Language].  
Publishers: Foundation of Research and Technology - Cretan University Press.
  - Prikas Athanassios (2008). *General and Modern Physics.*  
Publishers: Ziti Pelagia and Co.
- Additional Suggested Literature/Bibliography:
- Hewitt Paul (2017). *Conceptual Physics.* (12<sup>th</sup> Edition)  
Publishers: Pearson.
  - Kastanas Pavlos (2020). *Towards the Stars.* [Greek Language].  
Publishers: Kaktos.
  - Rovelli Carlo (2016). *Seven brief Lessons on Physics.*  
Publishers: Riverhead Books.
  - Wolfson Richard (2016). *Essential University Physics.*  
Publishers: Pearson. Greek Publishers: Kritiki.

## EM126 - CRITICAL AND POST-CRITICAL PEACE EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	
<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	4
<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>			

## 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	40
	Diary/portfolio writing	20
	<b>Total</b>	<b>120</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) Νεωτερικοί «κριτικοί» ειρηνιστικοί παιδαγωγικοί λόγοι. In Κ. Μπονίδης, Γ. Ζαρίφης (eds) *Παιδαγωγική-Επιστήμη της Αγωγής-Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα*. Θεσσαλονίκη: Γράφημα, 111-164.
- Μπονίδης, Κ. (2023) *Παιδαγωγική της Ειρήνης. Ειρηνιστικοί παιδαγωγικοί λόγοι της Νεωτερικότητας*. Θεσσαλονίκη: Μεταίχμιο (υπό έκδοση)
- Γούναρη, Π., Γρόλλιος, Γ. (eds) (2010) *Κριτική Παιδαγωγική – μια συλλογή κειμένων*. Αθήνα: Gutenberg.
- Νικολακάκη, Μ. (ed) *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. In Bajaj, M. (ed) *Encyclopedia of Peace Education*. Charlotte: Information Age Publishing, 135-146.
- Bajaj, M., Brantmeier., E.J. (2011) The Politics, Praxis, and Possibilities of Critical Peace Education, *Journal of Peace Education*, 8/3, 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. In C.S. Malott & B. Porfilio (ed) *Critical Pedagogy in the Twenty-First century: A new generation of scholars*. Charlotte, NC: Information Age publishing, 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. In *Taboo: The Journal of Culture and Education*, 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. In Haavelsrud, M. (ed), *Education for peace: Reflection and Action*. Guilford: IPC Science & Technology Press.
- Galtung, J. (1990) Cultural Violence. *Journal of Peace Research*. 27- 3, **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. In P.P. Trifonas, B.L. Wright (ed)(2013) *Critical Peace Education: Difficult Dialogues*. Dordrecht: Springer, 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, 1-14.
- Trifonas, P. (2005) Ourselves as another: Cosmopolitical humanities. In P. Trifonas & M. Peters (επιμ.) *Deconstructing Derrida: Tasks for the new humanities*. New York: Palgrave MacMillan, 205–220.
- Trifonas, P. (ed). (2000) *Revolutionary pedagogies: Cultural politics, the institution of education, and the discourse of theory*. New York/London: Routledge Falmer.
- Trifonas, P. (ed). (2003) *Pedagogies of difference: Rethinking education for social justice*. New York/London: Routledge Falmer.
- Trifonas, P.P. (ed) (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. (ed) (1973) *Friedenserziehung in der Diskussion*. München: R. Piper.
- Wulf, C. (ed) (1973) *Kritische Friedenserziehung*. Frankfurt: Suhrkamp.
- Wulf, C. (ed) (1974) *Handbook on Peace Education*. Oslo: International Peace Research Association.



**EM127 - 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>	EM127	<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	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>			

**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>120</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.

## EM128 - FEMINIST PEACE EDUCATION

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	FEMINIST PEACE 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>	YES		
<b>COURSE URL</b>			

## LEARNING OUTCOMES

## Learning outcomes

The subject of the seminar is the analysis of pacifist philosophical, research and pedagogical discourses articulated by first and second-wave feminists and the contemporary emergent postmodernist feminist discourses.

Students will be able to:

- know, by way of introduction, the discourses of the ("male") Peace Education, the three feminist waves –the first wave of liberal feminists, the second wave of Marxist, radical, socialist, essentialist, and ecologist feminists, and the third wave of poststructuralist feminists– and Feminist Pedagogy, as well as their basic assumptions
- understand the basic concepts and thematic choices of the discourses of Feminist Peace Education
- compare ('male') Peace Education with Feminist Peace Education and identify similarities and differences in their arguments
- state the main assumptions of liberal feminist peace educators
- know the main radical feminist and ecofeminist peace educators and analyse their main assumptions
- understand the peace pedagogical discourses of post-structuralist feminists
- explore contemporary education in the light of radical feminist, ecofeminist, and poststructuralist Peace Education
- imagine, design and implement peace education as proposed by both second and third wave peace feminists (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: Peace Education. Feminist theory and politics. Fundamental concepts (1st seminar).

#### MODULE 1: FEMINIST RESEARCH AND PEACE EDUCATION OF MODERNITY

The historicity of the discourses of Feminist Peace Theory and Education from early 20th century onwards.

##### A. *Women Theory and Peace Education during the First World War and the inter-war period*

1. Pacifist discourse of the International Women's Association (Association Internationale des Femmes), the Women's Peace Party (WPP) and the Women's International League for Peace and Freedom (WILPF); 2. liberal pragmatic pedagogical discourse of Jane Addams and Ellen Gates Starr; 3. Hull Houses; 4. discourse analysis of relevant texts by the above feminists (2nd seminar).

##### B. *The first feminist wave: Egalitarian or liberal feminism and liberal Peace Research and Education from the 1960s onwards*

1. Introduction: Liberal Feminism and Liberal Peace Research and Education. 2. Basic assumptions and concepts of Liberal Peace Research and Peace Education. 3. Space, time, texts, research and educational practices and technologies of feminist peace liberal education. 5. Discourse analysis of liberal feminist peace pedagogues' texts (3rd seminar).

##### Γ. *Questioning egalitarian or isonomistic feminism and "masculine" theories regarding peace and its absence by second-wave feminists*

1. Introduction. 2. The second feminist wave: "Marxist" feminism, "radical" feminism, early radical, cultural radical or strong cultural, weak cultural, socialist, psychoanalytic, essentialist, ecological (or ecofeminism), and matrilineal or social feminism. 3. Key concepts, thematic choices, anthropological, ethical and epistemological assumptions of second movement feminists. 4. Discourse analysis of texts by second movement feminists (4th and 5th seminars).

##### D. *Pacifist philosophical, research and pedagogical discourses of second-wave feminists*

1. Elise Boulding's pacifist research and education: the pacifist education's version of simplicity, integrity, equality, community, sustainability and global citizenship. 2. Nel Noddings' philosophical and educational pacifist discourse: a pacifist education's version of the ethics of care. 3. Sara Ruddick's philosophical pacifist discourse: a pacifist version of the politics of maternal thinking. 4. The radical-critical pacifist discourse of Carla Comfordini: a version of a feminist critical Peace Research. 5. The radical-critical pacifist discourse of Betty Reardon and Birgit Brock-Utne: a version of a feminist Critical Peace Education. 6. Ecofeminist Research and Peace Education. Discourse analysis of texts by the above peace feminists (6th, 7th, 8th and 9th seminars).

#### MODULE TWO: POST-MODERN FEMINIST DISCOURSES - VIOLENCE, PEACE, AGONISTIC-CREATIVE FREEDOM

1. Introduction: Poststructuralist critique of Humanism and the subject, especially by Michel Foucault; complexes of modern forms of power, practices and technologies of governability, social constructionism, deconstruction, "social gender" of feminist researchers and peace educators, third feminist wave, Queer theory, Post-colonial Criticism, contemporary African-American Criticism, global "village", etc. Postmodern Education or Pedagogy, Deconstructive Pedagogy, Pedagogy of Difference 2. Relevant literature and journals. 3. Basic ontological,

anthropological, ethical, epistemological and pedagogical assumptions and concepts. Trauma, survival, violence, displacement, event and utopia, the antinomies of subjectivity, otherness, discourse and power. political governance of life. Body as the pre-eminent field of stakes of human and political status. Performativity, recognition, vulnerability, resistance and poetics of emotion in the era of securitization regimes, military and economic violence, racism and neoliberal governance. Ethics of freedom, constant creation of the self in its autonomy as a peaceful subjectivity. 3. space, time, texts, research and educational practices and technologies of criticism, constant reflection and creative self-transformation: discourse analysis, social semiotics, agonistic-creative freedom and agonistic pacifist politics. 4. Discourse analysis of texts by third-wave feminists (10th, 11th, 12th and 13th seminars).

Summing up 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	40
	Diary/portfolio writing	20
	<b>Total</b>	<b>120</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. (2023) *Παιδαγωγική της Ειρήνης. Ειρηνιστικοί παιδαγωγικοί λόγοι της Νεωτερικότητας*. Θεσσαλονίκη: Μεταίχμιο (υπό έκδοση)

Αθανασίου, Α. (ed) (2006) *Φεμινιστική Θεωρία και πολιτισμική κριτική*. Αθήνα: Νήσος.

Arnot, M. (2006) *Διαδικασίες αναπαραγωγής του Φύλου: Εκπαιδευτική Θεωρία και φεμινιστικές πολιτικές* (transl.Χ. Αθανασιάδου & Κ. Δαλακούρα). Αθήνα: Μεταίχμιο.

Butler, J. (2008) *Σώματα με σημασία: οριοθετήσεις του «φύλου» στο λόγο* (transl. Π. Μαρκέτου). Αθήνα: Εκκρεμές.

Butler, J. (2009) *Αναταραχή φύλου: φεμινισμός και η ανατροπή της ταυτότητας* (transl. Γ. Καράμπελας). Αθήνα: Αλεξάνδρεια.

Butler, J. (2022). *Η δύναμη της μη βίας* (transl. Γ. Καράμπελας). Αθήνα: Αλεξάνδρεια.

Butler, J. & Αθανασίου, Α. (eds) (2006). *Απ-αλλοτρίωση. Η επιτελεστικότητα στο πολιτικό* transl. Α. Κιουπκιολής). Αθήνα: Τόπος.

Bryson, V. (2005) *Φεμινιστική πολιτική θεωρία* (transl. Ε. Πανάγου). Αθήνα: Εκκρεμές.

Connell, W.R. (2006) *Το κοινωνικό φύλο* (transl. Ε. Κοτσίφου). Θεσσαλονίκη: Επίκεντρο.

- Evans, M. (2004) *Φύλο και Κοινωνική θεωρία* (transl. A. Κιουπκιολής). Αθήνα: Μεταίχμιο.
- Adjei, M. (2019) Women's participation in peace processes: a review of literature, *Journal of Peace Education*, 16:2, 133-154, DOI: 10.1080/17400201.2019.1576515
- Boulding, E. (1995) Feminist inventions in the art of peacemaking. *Peace and Change*, 20, 408-434.
- Brocke-Utne, B. (1985) *Educating for Peace: A Feminist Perspective*. New York: Pergamon Press.
- Brock-Utne, B. (1989) *Feminist Perspectives on Peace and Peace Education*. New York: Pergamon Press.
- Brock-Utne, B. (2000) *An analysis of peace and development studies as well as peace education from a feminist perspective* (Presented at a joint session between the Peace Education Commission and the Women and Peace Commission at the 18th General IPRA Conference in Tampere, Finland 5–9 August 2000).
- Brock-Utne, B. (2009) A gender perspective on peace education and the work for peace. *International Review of Education*. 55, 205–220.
- Confortini, C.C. (2006) Galtung, violence, and gender: The case for a peace studies/feminism alliance. *Peace & Change* 31(3): 333–367.
- Confortini, C.C. (2012) *Intelligent Compassion: Feminist Critical Methodology in the Women's International League for Peace and Freedom*. New York: Oxford University Press.
- Harvester, L. & Blenkinsop, S. (2010) Environmental Education and Ecofeminist Pedagogy: Bridging the Environmental and the Social. *Canadian Journal of Environmental Education*, 15, 120-134.
- Harvester, L. (2009) *Ecofeminist Pedagogy: Framework for ecosocial justice in education*. Burnaby: Simon Fraser University.
- Houde, L.J. & Bullis, C. (1999) Ecofeminist Pedagogy: An Exploratory Case. *Ethics and the Environment*, Vol. 4, No. 2, 143-174.
- Marhia N (2013) Some humans are more *human* than others: Troubling the “human” in human security from a critical feminist perspective. *Security Dialogue*, 44(1): 19–35.
- Merchant, C. (2005) *Ecofeminism. Radical Ecology*. Routledge. 193–221.
- Noddings, N. (2010) *The Maternal Factor. Two Paths to Morality*. University of California Press
- Noddings, N. (2011) *Peace Education. How We Come to Love and Hate War*. Cambridge University Press.
- Noddings, N. (2013α) *Caring. A Relational Approach to Ethics and Moral Education*. University of California Press.
- Noddings, N. (2013β) *Education and Democracy in the 21st Century*. Teachers College Press.
- Noddings, N. (ed) (2005) *Educating Citizens for Global Awareness*. New York: Teachers College Press.
- Noddings, N., Katz, M.S., Strike, K.A. (1999) *Justice and Caring: The Search for Common Ground in Education*. Professional Ethics in Education series. New York: Teachers College Press.
- O'Neill O (1992) Justice, Gender and International Boundaries. In: Atfield R and Wilkins B (eds.) *International Justice and the Third World*. London: Routledge, 47–72.
- Reardon, B. (1982) *Militarization, security, and peace education: A Guide for Concerned Citizens*. Valley Forge, PA: United Ministries in Education.
- Reardon, B. (1988) *Comprehensive peace education*. New York and London: Teachers College Press.
- Reardon, B. (1991) Feminist Pedagogy and Peace Studies. *Benedictines*, XLV(I), 11–26.

- Reardon, B. (1993) *Women and peace. Feminist visions of global security*. New York: State University New York.
- Reardon, B. (1993) Pedagogy as Purpose: Peace Education in the Context of Violence. In P. Cremin (ed) *Education for Peace*. Limerick, Ireland: Educational Studies Association of Ireland.
- Reardon B. A. (1996) *Sexism and the war system*. New York: Syracuse University Press.
- Reardon, B. (1996) Militarism and sexism. Influences on education for war. In **R.J. Burns, R. Aspeslagh** (eds) *Three Decades of Peace Education around the World. An Anthology*. New York: Routledge.
- Reardon, B. (1999) Educating the Educators: The Preparation of Teachers for a Culture of Peace (Vol. 99). Malmo: Peace Education Miniprints.
- Reardon, B. (2000) Peace Education: A Review and Projection. In R. Moon, M. Ben-Peretz & S. Brown (ed), *Routledge International Companion to Education*. London: Routledge.
- Reardon, B. (2001) *Education for a culture of peace in a gender perspective*. Paris: UNESCO.
- Reardon, B. & Jenkins, A. (2007) Gender and peace: towards a gender inclusive, holistic perspective. In J. Galtung & C. Webel (eds) *Handbook of peace and conflict studies*. New York: Routledge, 209–231.
- Reardon, B. (2009) Human Rights Learning: Pedagogies and politics of peace. Paper presented at the UNESCO Chair for Peace Education Master Conference, University of Puerto Rico.
- Reardon, B. (2011) Concerns, cautions and possibilities for peace education for political efficacy. In B. W. a. P. Trifonas (eds) *Critical peace education: difficult dialogue*. Cham: Springer Press.
- Reardon, B. & Nordland, E. (1994). *Learning peace: The promise of ecological and cooperative education*, Albany, State University of New York Press.
- Reardon, B. & 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. In *Factis Pax: Journal of Peace Education and Social Justice*, 5(1), 1–14.
- Reardon, B. & Snauwaert, D. T. (eds) (2015) *Betty A. Reardon: A pioneer in education for peace and human rights*. Heidelberg: Springer.
- Reardon, B. & Snauwaert, D. T. (eds) (2015) *Betty A. Reardon: Key texts in gender and peace*. Heidelberg: Springer.
- Reardon, B. & Nordland, E. (eds) (1994) *Learning Peace: The Promise of Ecological and Cooperative Education*. Albany, NY: State University of New York Press.
- Ruddick S (1980) *Maternal thinking*. *Feminist Studies* 6: 342–367.
- Ruddick S (1995)<sup>2</sup> *Maternal Thinking: Toward a Politics of Peace*. Boston, MA: Beacon Press.
- Sheperd L (2008) *Gender, Violence and Security: Discourse as Practice*. London; New York: Zed Books.
- Tickner JA (1992) *Gender in International Relations: Feminist Perspectives in Achieving Global Security*. New York: Columbia University Press.
- Tronto J (2008) Is peacekeeping care work? A feminist reflection on the “responsibility to protect.” In: Whisnant, R, DesAutels, P. (eds) *Global Feminist Ethics*. Lanham, MD: Rowman & Littlefield, 179–200.
- True, J., Tickner, J.A. (2018) A Century of International Relations Feminism: From World War One Women’s Peace Pragmatism to the Women, Peace and Security Agenda. *International Studies Quarterly*, 62(2), 221–233. <https://doi.org/10.1093/isq/sqx091>



## 4.5 SKILL DEVELOPMENT COURSES

ΑΔ

## ΑΔ- QUALITATIVE AND 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>	ΑΔ	<b>SEMESTER</b>	7 / 8
<b>COURSE TITLE</b>	QUALITATIVE AND QUANTITATIVE DATA ANALYSIS		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	2	
<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://qa.auth.gr/en/class/1/600141076">https://qa.auth.gr/en/class/1/600141076</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
At the completion of the workshop students will be able to: <ul style="list-style-type: none"> <li>• Identify the major procedures for analyzing quant and qual data</li> <li>• Practice on quant and qual coding</li> <li>• Become familiar with statistical methods for educational research</li> <li>• handle various types of qual data</li> <li>• decode the major parts of the methodological sections of research articles</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• implementation of data analysis methods in research settings</li> <li>• Search, analysis and synthesis of data by using ICT</li> <li>• autonomous work</li> <li>• team work</li> <li>• decision making skills</li> <li>• respect for diversity and multiculturalism</li> <li>• promotion of free, innovative and abductive thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

<p>This is an introductory course on analyzing quant and qual data collected for educational research. In particular</p> <ul style="list-style-type: none"> <li>➤ we will present the logic of frequency tables and of graphs appropriate for one-variable analysis (histograms, frequency polygons, box plots etc)</li> <li>➤ we will explain statistic measures of central tendency and of variability</li> <li>➤ we will analyze the details of statistical significance tests (chi square, Pearson r, T test)</li> </ul> <p>we will present in detail how Grounded Theory and Thematic Analysis is implemented.</p>
---

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

<b>MODE OF DELIVERY</b>	Face to face
-------------------------	--------------



<b>USE OF ICT</b>	ICT are implemented throughout the various parts of data analysis (coding, presentation), for mediating student – teacher relations (e-learning platform) and for exchanging methodological ideas among students	
<b>COURSE ORGANIZATION</b>	<b>Activity</b>	<b>Workload (hours)</b>
	Lectures	20
	Laboratory Work	25
	Reading Assignment	12
	Exams	3
	<b>Total</b>	<b>60</b>
<b>STUDENT ASSESMENT</b>	Written assignment and final exams	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

<p><b>Βιβλιογραφία μαθήματος (Εύδοξος)</b></p> <ul style="list-style-type: none"> <li>• Bergin, T. (2021). Εισαγωγή στην ανάλυση δεδομένων. Αθήνα: Gutenberg</li> <li>• Σημειώσεις και διαφάνειες μαθήματος</li> </ul> <p><b>Επιπρόσθετη βιβλιογραφία για μελέτη</b></p> <ul style="list-style-type: none"> <li>• De Vaus, D. (2011). <i>Ανάλυση κοινωνικών δεδομένων</i>, Αθήνα: Πεδίο</li> <li>• Καλτσούνη, Χ-Ν. (2006). <i>Μεθοδολογία εμπειρικής έρευνας στις κοινωνικές επιστήμες</i>, Αθήνα: Gutenberg</li> <li>• Τσιώλης Γ., 2014, <i>Μέθοδοι και τεχνικές ανάλυσης στην ποιοτική έρευνα</i>, Αθήνα: Κριτική</li> <li>• Χριστοδούλου Μ., (2019), <i>Κριτικός Ρεαλισμός και Βιογραφική Μέθοδος στην ποιοτική έρευνα. Φιλοσοφικά ζητήματα και ερευνητικές εφαρμογές</i>, Πάτρα: Orpoptuna</li> </ul>
---

## ΠΓ - INFORMATION LITERACY

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠΓ	<b>SEMESTER</b>	1 & 2
<b>COURSE TITLE</b>	Information Literacy		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	<b>3</b>	<b>2</b>	
<b>COURSE CATEGORY</b>	General Foundation		
<b>PREREQUISITE COURSES/CLASSES</b>			
<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/1/600155777">https://qa.auth.gr/en/class/1/600155777</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
After the completion of the course, teacher students are expected to : 1. Define and articulate effectively the need for information in a specific context. 2a. Select strategies to fulfill that information need. 2b. Select appropriate tools to find information. 3. Locate and select information effectively. 4a. Evaluate individual pieces of information. 4b. Evaluate and revise the overall information seeking process. 5. Ethical use and disseminate information. 6. Work collaboratively in the pursuit of common learning aims and share ideas in a brainstorming setting in order to enhance their critical thinking about information.
<b>General Competences</b>
Apply knowledge in practice <ul style="list-style-type: none"> <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>• Be critical and self-critical</li> <li>• Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

<p>The IL course is:</p> <ul style="list-style-type: none"> <li>- compulsory for all students (they are advised to attend it during their first year of study),</li> <li>- offered in both academic semesters,</li> <li>- with no final exams / fail-pass system with exercises,</li> <li>- fully electronic (hosted to the University's Library web-based course management system, so that each student can review the material with his/her time any time).</li> </ul> <p>The IL course consists of 5 two-hour weekly workshops in a computer lab plus one-hour visit to the School of Education Library. Students are divided alphabetically in groups of about 20-25 persons. Since its beginning in 2010-11, an average number of about 350 students/year attend the course. During the workshops, teacher students: 1. identify what information is</p>
--

needed for a specific purpose, 2. understand how the information is organized, 3. identify the best sources of information for a given need and locate these sources, 4. evaluate the sources critically, 5. share that information.

**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	20
	Laboratory Work	20
	Reading Assignment	8
	Written Assignments	12
	<b>Total</b>	<b>60</b>
<b>STUDENT ASSESSMENT</b>	<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)**  
 Gleick, J. (2011). Η πληροφορία: η ιστορία, η θεωρία, ο χειμαρρος. (1η εκδ.). Αθήνα: Τραυλός.

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. (2η έκδ.). Εκδόσεις Δίσιγμα.

**Additional bibliography for study**  
 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)

Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2010). *Teaching information literacy: 50 standards-based exercises for college students*. American Library Association

## ΣΕΕ – ACADEMIC ESSAY WRITING

## GENERAL INFO

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΣΕΕ	<b>SEMESTER</b>	5 & 6
<b>COURSE TITLE</b>	Academic Essay Writing		
<b>EDUCATIONAL MATERIAL TYPES</b>	<b>WEEKLY HOURS OF TEACHING</b>	<b>ECTS</b>	
	3	2	
<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/1/600141075">https://qa.auth.gr/en/class/1/600141075</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
Students will be able to: • identify the main parts of a scientific paper • know the procedure of writing a scientific paper • manage the writing of literature review • search and manage the literature • use citations and referencing methods • read and assess academic articles
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Retrieve, analyze and synthesize data and information, with the use of necessary technologies</li> <li>• Make decisions</li> <li>• Work autonomously</li> <li>• Generate new research ideas</li> <li>• Be critical and self-critical</li> <li>• Advance free, creative and causative thinking</li> </ul>

## COURSE CONTENT/SYLLABUS

The aim of the course is to provide students with the necessary skills in theory and in practice to meet the demands of scientific essay writing. The course will explore the different types of essays and the structure and format of a scientific essay. Students will develop skills in managing literature and writing a literature review. Students will get acquainted with different referencing and citation systems (APA, HARVARD, MLA ETC) and will practice in managing citations and literature.

## TEACHING &amp; 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> <li>• Use of ICT in Student Assessment</li> </ul>

COURSE ORGANIZATION	<i>Activity</i>	<i>Workload (hours)</i>
	Laboratory Work	40
	Reading Assignment	10
	Written assignments	10
	<b>Total</b>	<b>60</b>
STUDENT ASSESMENT	<ul style="list-style-type: none"> <li>• Written Assignment (Formative)</li> <li>• Labortatory Assignment (Formative)</li> </ul>	

**SUGGESTED READING LIST/ BIBLIOGRAPHY**

Ζαφειρόπουλος, Κ. (2015). Πώς γίνεται μια επιστημονική εργασία, επιστημονική έρευνα και συγγραφή εργασιών [How to conduct research reports, research and academic essays]. Αθήνα. Κριτική.

Βενιανάκη, Α. & Γεωργιάδη, Μ. (2021) Συγγραφή επιστημονικής εργασίας στις κοινωνικές και ανθρωπιστικές επιστήμες [Academic essay writing in social and humanistic sciences]. Αθήνα: Γ. Δαρδανός - Κ. Δαρδανός Ο.Ε.

## 4.6 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 multiculturality
- 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

<b>FACULTY</b>	FACULTY OF EDUCATION		
<b>SCHOOL</b>	SCHOOL OF PRIMARY EDUCATION		
<b>CYCLE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EMM3	<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	TURKISH LITERATURE 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>	Turkish		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	<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

<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
	Laboratory work	31
	Reading assignment	20
	Written assignment	20
	<b>TOTAL</b>	<b>120</b>
<b>STUDENT ASSESMENT</b>	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:
- Understand the characteristics of the target language
- Develop reading comprehension capacities and will be able to summarise a text's meaning orally and in writing
- Be able to express themselves clearly and accurately.
<b>General Competences</b>
- Work autonomously
- Work in teams
- Work in an interdisciplinary team
- Appreciate diversity and multiculturality

## 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 &amp; 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**

Special courses <u>conducted in English</u> for Erasmus+ students			
Code	Title	ECTS	Instructor
<b>WINTER SEMESTER</b>			
EM 103	Art and Society: Critical Approaches	4	Ioannidou
CFES3	Contemporary Approaches in History Education	4	Vlachaki
<b>SPRING SEMESTER</b>			
CFES1	Contemporary Conceptions of Literacy and Literacy Practices	10	team teaching
CFES4	Storytelling, narrative discourse and narrative theory.	4	Kefalidou

CFES5	Collaborative practices between school and family systems: interdisciplinary and interprofessional applications	4	Kouimtzi
-------	---	---	----------

**Courses conducted in Greek- Special arrangements for Erasmus+ students.**

**Winter Semester 2023-2024**

<b>Code</b>	<b>Title</b>	<b>ECTS</b>	<b>Instructor</b>
YM10	Literacy Theory and Educational Practice [Spanish- German]	4	Alexiou
YM19	Methodology of Educational Research	4	Christodoulou
YM20	Art in Education	4	Ioannidou
YM22	Anti-racist, Anti-sexist and Intercultural Education	4	Zachos
ΥΜΠ3	Educational Approaches and School Practices	6	Zachos
EM24	Introduction to the Theory of Culture [Spanish- German]	4	Alexiou
EM63	Issues of Environment and sustainability	4	Malandrakis
EM94	Intercultural Education for Social Justice	4	Zachos
EM116	Portrayals of Childhood in Book and Screen	4	Goulis
EM126	Critical and postcritical Peace Education	4	Bonidis
EM128	Feminist Peace Education	4	Bonidis
ΠΓ	INFORMATION LITERACY	2	Bougatzeli
ΞΓ	FOREIGN LANGUAGE [English],	2	Zafeiri

<b>Courses conducted in Greek- Special arrangements for Erasmus+ students.</b>			
<b>Spring Semester 2024</b>			
<b>Code</b>	<b>Title</b>	<b>ECTS</b>	<b>Instructor</b>
YM10	Literacy Theory and Educational Practice [Spanish- German]	4	Alexiou
YM19	Methodology of Educational Research	4	Christodoulou
YM20	Art in Education	4	Ioannidou
YM22	Anti-racist, Anti-sexist and Intercultural Education	4	Zachos
ΥΜΠ3	Educational Approaches and School Practices	6	Zachos
ΥΕΜΠ11	Learning the curriculum through visual arts and museum education. Practicum in schools, museums, and galleries	5	Ioannidou
EM23	Literature and Society in Mid-War Greece [Spanish- German]	4	Alexiou
EM106	Comparative Education	4	Zmas
EM118	Love of Reading, Children's Literature and Creative Writing	4	Goulis
EM124	Special Topics in Intercultural Education	4	Zachos
EM76	School Education	4	Bonidis
ΠΓ	INFORMATION LITERACY	2	Bougatzeli
ΞΓ	FOREIGN LANGUAGE [English]	2	Zafeiri

- 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.

*“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*

