

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	YA005	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	SCHOOL PEDAGOGY – ΠΤΔΕ (GROUP A)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://aegeanmoodle.aegean.gr/course/index.php?categoryid=10">https://aegeanmoodle.aegean.gr/course/index.php?categoryid=10</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

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

*Consult Appendix A*

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

The course's objective is to acquire knowledge, skills and abilities in regard to the basic dimensions of the school's reality, such as: school organization, social and organizational operating framework of the classroom, pedagogical issues relating to education-learning, efficient function of the school unit and classroom, preventing and dealing with issues arising within the school, promotion and expansion of knowledge and developing mental, social and ethical independence of students.

In regard to acquired knowledge, upon successful completion of the course, students should be able to:

Identify the environment of the school unit and classroom, their structures, purposes and basic functions.

- Comprehend the educators and student's role within the school community.
- Locate the school's place within the local community as well as its relationship with its wider environment.
- Distinguish the influences and the pedagogical admissions which establish the different approaches regarding the function of both the school unit and classroom.

Upon completing the course, the following skills should have been acquired by the students:

- Investigating and analyzing pedagogical characteristics relating to structure, goals, function and basic components of the school unit.
- Analyzing and interpreting the school's position within the local community, as well as its relations with its environment.
- Supporting their views and theories on substantiated scientific opinions.  
Supporting and highlighting the necessity of an open to all democratic school.

**General Competences**

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

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

In addition, upon completing the course, students should have acquired the following competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Criticism and self-criticism
- Self-assessment and reflection

- Production of free, creative and inductive thinking

### (3) SYLLABUS

The aim of this course is to present, both theoretically and practically, the main approaches of the Science of School Pedagogy in its course of development with regard to the requirements in school education. These approaches relate to the prioritisation of educational aims, to the role of education in social reality, to the nature and competences of pupils, to the nature of school learning, to the processes and the conditions of learning and development and, by extension, to the roles and the desired type of educator. More in particular, emphasis is placed on: (a) the conceptual categories of the Sciences of Pedagogy (Experimental or Empirical Pedagogy, Hermeneutic Pedagogy, Critical Pedagogy); (b) pedagogic matters of education and learning (specification of main pedagogical terms, aims and purposes in education, main epistemological approaches and main principles of learning, interthematicity and interdisciplinarity as basic principles for organising curricula; and (c) psycho-pedagogic matters of the educational context (communication, interpersonal relations, needs, motives, stances, problems of learning and behaviour, socio-organisational context of operation of the school class).

The course includes the following modules:

(a) The first module presents the school as a social institution and as a learning and educational space (concept, content and formation of school life, concept and definition of education, purposes and means of education, teaching, learning), the main stages of its development, the concept, the aims and the necessity of education, the educational reform interventions that took place in our country, and the forms of education.

(b) The object of the second module are the two main factors of the educational process, i.e. the educator and the pupil (the role of the educator and the pupil in school, the profession of the educator and his/her career development, interpersonal relations between educators and pupils, the role of expectations, evaluation as pedagogical practice).

(c) The third module addresses matters in relation to the school class (models of organisation and management in education, theories about the school class, typology of the school class, personal theory about the school class, problem management, communication and management of conflicts, psychological climate).

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning through Moodle	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials,</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	9
	Experiential seminars	15
	Laboratory exercise	15
	Independent study: Group papers	25

<p><i>placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Independent work: Study and analysis of bibliography	10
	Independent work: Paper undertaking	20
	Independent work: Planning and developing original educational material	26
	Independent study: Preparation for the written or oral exam	60
	Course total	<b>180</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final evaluation of students arises from: a. their participation in a written or oral exam, b. undertaking personal or group papers, c. undertaking two personal or group papers, one of which should include planning, developing and presenting original educational material and the other one should focus on analyzing a subject relevant with the basic aspects of the school unit's and classrooms function, especially the main contributors in the educational process and their relationship.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

##### Course bibliography (Eudoxus)

Κωνσταντίνου, Χ. (2015). *Το καλό σχολείο, ο ικανός εκπαιδευτικός και η κατάλληλη αγωγή ως παιδαγωγική θεωρία και πράξη-Μια προσέγγιση βασισμένη σε θεωρητικά και ερευνητικά δεδομένα*. Αθήνα: Gutenberg.

Διαμαντόπουλος, Π. (2002). *Σχολική Παιδαγωγική*. Αθήνα: Παπαζήσης.

*Teachers e-notes at Moodle.*

##### Additional bibliography for study

Αγγελάκος, Κ. (επιμ.) (2010.) Συλλογικό έργο. *Πρόσωπα, ιδέες και θέματα στις επιστήμες της αγωγής*. Αθήνα: Κέδρος.

Duncker, L. (2008). *Η Παιδαγωγική του Δημοτικού Σχολείου*. Αθήνα: Επίκεντρο.

Κασσωτάκης, Μ. & Φλουρή, Γ. (2005). *Μάθηση και Διδασκαλία*. Τόμοι Α' και Β'. Αθήνα: Αυτοέκδοση.

Μακρίδου – Μπούσιου, Δ., Γιουβανάκης, Α., Σαμαρά, Χ. & Ταχματζίδου, Αικ. (2005). *Θέματα Μάθησης και Διδακτικής*. Β' Έκδοση. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

Ματσαγγούρας, Η. (2000). *Η σχολική τάξη*. Αθήνα: Γρηγόρης.

Ξωχέλλης, Π. (2011). *Σχολική Παιδαγωγική*. Θεσσαλονίκη: Αδελφοί Κυριακίδη.

**- Related academic journals:**

Επιθεώρηση Εκπαιδευτικών Θεμάτων: <http://www.pi-schools.gr/publications/epitheorisi/>

Μέντορας: <http://www.pi-schools.gr/publications/mentor/>

Επιστήμες Αγωγής: <http://www.ediamme.edc.uoc.gr/index.php?2014>

Νέα Παιδεία: <http://www.neapaideia-glossa.gr/>

Παιδαγωγική Επιθεώρηση: [http://www.pee.gr/?page\\_id=71](http://www.pee.gr/?page_id=71)

Εκπαιδευτικός Κύκλος: <http://www.educircle.gr/periodiko/>

**Educational Researcher:** <http://journals.sagepub.com/home/edr>

**International Education Journal** <https://openjournals.library.sydney.edu.au/index.php/IEJ>

**Policy Futures in Education:** [journals.sagepub.com/home/pfe](http://journals.sagepub.com/home/pfe)

**Practical Assessment, Research & Evaluation:** <http://pareonline.net/Articles.htm>

**Teacher Development** <http://www.tandfonline.com/toc/rtde20/current>