**COURSE OUTLINE**

## (1) GENERAL

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|---|---|---|---|
| **SCHOOL** | FACULTY OF HUMANITIES | | |
| **ACADEMIC UNIT** | DEPARTMENT OF PRIMARY EDUCATION | | |
| **LEVEL OF STUDIES** | UNDERGRADUATE | | |
| **COURSE CODE** | YA0007 | **SEMESTER** | 6 |
| **COURSE TITLE** | INTRODUCTION TO PEDAGOGY | | |

| **INDEPENDENT TEACHING ACTIVITIES** *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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|---|---|---|
| | 3 | 6 |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

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|---|---|
| **COURSE TYPE** *general background, special background, specialised general knowledge, skills development* | General background |
| **PREREQUISITE COURSES:** | N |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **COURSE WEBSITE (URL)** | https://aegeanmoodle.aegean.gr/course/view.php?id=108 |

## (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*

After successful completion of the course students will be able to:

At the cognitive level:

- delineate in a scientific way the scientific field of Pedagogical Science, its relation with individual scientific disciplines and the interdisciplinarity that characterizes its field
- describe the research subject of Pedagogical Science and its related scientific branches

- explain and work with the basic concepts of the Science of Pedagogy providing examples of their contents
- know basic research methods in a specific field and be able to provide examples of approaches for each method
- know the significant phases of Pedagogical Science and describe its significant representatives
- describe the most important interpretative 'models' regarding the phenomenon of education and socialization of students

At the level of ability:

- analyze educational situations based on theoretical schemes referring to extensively within the educational process a) the educator, b) communication and the management of relationships, (c) the organizational structure, (d) teaching
- support educational design based on theoretical approaches
- reflect and reconstruct the original design based on educational observation

At the level of skill-development:

- experimentally apply basic research methods within a specific field
- create experimental teaching scenarios based on theoretical approaches
- post-criticize translate individual fields of educational scenarios
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**General Competences**

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

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

The course aim at the following general competences:

- Search, collect, analyze and synthesize pedagogical resources and data
- Presentation and topic support
- Individual work
- Work in groups
- Creative production of digital audio-visual material
- Working in an interdisciplinary environment
- Promoting free, creative, documented, responsible and critical thinking
- Reflection ability

**(3) SYLLABUS**

The course introduces in a systematic way the fields and foundational concepts of

Pedagogical Science, the basic theories of socialization, the models of education, the pedagogical institutions, the structure and models of their analysis, the epistemological approaches and models of Science, as well as the basic methodological research approaches

Indicatively, some thematic sections are presented below:

- Relationship between theory and practice and difficulties of socializing Pedagogical discourse
- Epistemological approaches in Pedagogical Science and delineation of the subject of Pedagogical Science
- Main theoretical currents of Pedagogy (Educators and Educational Philosophy of flows and movements)
- Basic categories of the Science of Pedagogy
- Theoretical approaches of Education
- Theoretical approaches of Socialization
- Fields of pedagogical applications (institutions, functions and organizational schema of educational structures)
- Theoretical traditions and research tools for understanding the educational field
- Specific and contemporary educational issues (Teachers, Communication, Teaching, Learning Forms)

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

<table>
<tr><td>DELIVERY<br>Face-to-face, Distance learning, etc.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY<br>Use of ICT in teaching, laboratory education, communication with students</td><td>Yes<br>For this course, the online Moodle platform is used, on which online texts, digital study sources and work environments are put.<br><br>Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.</td></tr>
<tr><td>TEACHING METHODS<br>The manner and methods of teaching are described in detail.<br>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.<br><br>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</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study of bibliography</td><td>50</td></tr>
<tr><td>Elaboration of activities</td><td>30</td></tr>
<tr><td>Short essay writing</td><td>20</td></tr>
<tr><td>Counseling</td><td>10</td></tr>
<tr><td>Preparation for the exams</td><td>30</td></tr>
<tr><td>Course total</td><td>179</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>The evaluation is based on two axes: a) the active participation of students in the educational process,</td></tr>
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|---|---|
| *Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination. More specifically, with regard to the first axis, which assures the expected workload and study of students during the weekly sessions, the following are expected:<br>• Registration and work within the online environment of the course on Moodle<br>• Participation in weekly activities which are posted on the online platform of the course<br>• Completion of the work to be submitted on a subject which is made up of three parts:<br>a. Creation of a scientific abstract/summary in accordance with the methodology which is presented by the instructor, for the practice of scientific discourse and the processing of the specific pedagogical subject<br>b. Presentation of the subject in plenary session using PowerPoint<br>c. Testing of various forms on the pedagogical subject studied<br><br>Students submit their work in person in the instructor's office<br>Final written examinations take place in a physical place of the University of the Aegean |

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

- *Korn, F. (2012), Sofos (Ed.) Basic Knowledge in the Science of Pedagogy. Athens: ION*
- *Course notes provided on instructor's web page*

*- Related academic journals:*


- *Gotovos, Ath. (1999) Pedagogical Interaction. Athens, Gutenberg*
- *Hofstetter, R., Schneuwly, B. ( 2005) (Ed.) Introduction to the sciences of education. Athens, Metaichmio*
- *Matsagouras, H. (2009) Introduction to the Science of Pedagogy. Athens: Gutenberg*
- *Mialaret, G. (1999). Introduction to the science of education . Athens: Tipothito.*