

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	YB0003	SEMESTER	7
COURSE TITLE	HISTORY AND ITS DIDACTICS-ΠΤΔΕ (ΟΜΑΔΑ Β)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
8 lectures		3	6
3 seminar courses			
2 workshops			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	a) General background course related to the basic cognitive background that the students must acquire, and especially to one of its milestones, that of Modern History. Also b) of a special background by aiming at developing skills concerning the Teaching and Learning of History.		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (but with parallel teaching)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The course is divided in two main topics, each with its own subdivisions: the first topic offers a general overview of modern and contemporary history, whereas the second one offers an introduction to the subjects related with historical education mainly focused, on</p>
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the Western countries. To be more precise, the course is developed at the level described below, forming two sets of parallel objectives of cognitive, methodological and metacognitive context: 1) A panoramic knowledge of the most important events and phenomena of the 19th and 20th century [Greek- European- Global History, e.g. the revolutionary movements in the European continent, the dominant ideologies (conservatism, liberalism, nationalism, socialism, communism), the Revolution of 1821 and the establishment of the modern Greek state, the broadening of the borders of the modern Greek state, an overview of the Greek political system, the era of colonialism, the Balkan Wars, the First World War, the Armenian Genocide, the Destruction of Asia Minor, the era of Fascism and Nazism, the crash of 1929, the era of totalitarianism, the Second World War and the Holocaust, the creation of the U.N., the creation of The European Economic Community and its formation into the European Union, the era of de-colonization, the Cold War, the collapse of the USSR and its “satellites”. 2) A habituation with the epistemology of history and the history of Historiography: two scientific paradigms (positivism and holism-structuralism) and the crisis of paradigm after the cultural and language turn. 3) A habituation with the manifold field of the Didactics of History and the understanding of the main developments that characterize it. 4) A systematic, comparative and critical overview of the following matters: a) forms of historical conscience, b) curricula and standards of historical, pedagogical and teaching validity, c) school books and standards of historical, pedagogical and teaching validity, d) formation of historical thought and conceptual learning, e) learning environments, teaching methods and tools, f) formation of historical skills and evaluation, g) historical culture and Public History.

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>

- 1) Personal project.
- 2) Team project.
- 3) Initiation to historical research= Research, analysis and composition of data/ understanding and functional use of historical terminology.
- 4) Promotion of free, documented, creational, deductive, critical and responsible knowledge.
- 5) The understanding of the scientific peculiarity and of the socio-cultural role of History, as well as the understanding of historical continuity and non-continuity, the historical causality, the historical empathy, the historical equality of past and present. 6) The respect for the difference of others and the positive attitude towards the cultural contact.
- 7) The understanding of both the scientific and ideological function of historical knowledge (identity, morale, conscience, democratic debate, history as a common good and the basis of consolidating the status of the citizen).

8) The skill of following the relevant scientific debate on a European and historicalcomparative level.

(3) SYLLABUS

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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Combined courses, seminars and workshops</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Selective use of ICT</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></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>	<p>Activity</p>	<p>Semester workload</p>
	<p>8 lectures: 2 on modern and contemporary history and 6 on the field of History Didactics.</p>	<p>24 hours of lectures by the professor and at least 5 hours of weekly work at home, or library per student.</p>
	<p>3 seminar presentations: the first on Greek history, the second on European history and the third on global history.</p>	<p>9 hours of amphitheatre seminar, on a collective level by all students, plus multiple hours of team and personal work by the students.</p>
	<p>2 workshop approaches to organize theme portfolios for indicative courses</p>	<p>6 hours of lectures deriving from the organized collaboration between the professor and the students</p>
	<p>Course Total</p>	<p>39 hrs</p>
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<p>STUDENT PERFORMANCE EVALUATION <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,</i></p>	<p>The evaluation of the performance of students will be conducted in combination with the final written or oral exam and their individual personal and team projects (both workshops and seminars) that have been presented during class. During the introduction lecture we thoroughly discuss the structure and theme subjects of the course, as well as the duties, the organizational methods and the criteria of validity for the projects given, most important of which are: the functional use of historical terminology, the ability of producing cohesive, inclusive, modern and informed</p>	

<p><i>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>historical speech, the depth and range of the bibliographical examination attempted, the quality of the historical culture of students and the composure of an intact and valid historical thought.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>1) Giorgos Kokkinos, <i>The Rust and the Fire. Approaching the Relations of History, Trauma and Memory</i>, Gutenberg, Athens 2012.</p> <p>2) Kaiti Aroni-Tsichli, <i>Historical Schools and Methods. An Introduction to the European Historiography</i>, Papazisi, Athens 2008.</p> <p>3) Judy Sebba, <i>History for All</i>, Metaixmio, Athens 2000.</p> <p>4) Henri Moniot, <i>The Didactics of History</i>, Metaixmio, Athens 2002.</p> <p>5) Robert Eaglestone, <i>Post-modernism and the Holocaust Denial</i>, Epekina, Trikala 2014.</p> <p>6) Giorgos Kokkinos & Vangelis Drakopoulos, <i>A Chronology of the Revolution of 1821, Foundation of the Greek Parliament</i>.</p> <p>7) Albert S. Lindemann, <i>History of Modern Europe, from 1815 until Today</i>, Kritiki, Athens 2014.</p> <p>Related academic journals:</p> <p>Mnimon</p> <p>Ta Istorika</p> <p>Historein</p> <p>Nea Pedia</p> <p>Themata Istorias tis Ekpedefsis</p>
