COURSE OUTLINE

LITERACIES IN EDUCATION

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6
COURSE CODE XXXXX	**SEMESTER** 3RD
COURSE TITLE	LITERACIES IN EDUCATION

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SKILLS DEVELOPMENT
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will be able to:
- Understand the concept of literacy as a set of multimodal discourse practices, incorporating the dynamic and pluralistic approach of multiliteracies and their educational functions.
- Analyse and compare educational texts and practices in school/educational communities, focusing on active citizenship, social participation and intercultural awareness.
- Design and develop activities that promote multiliteracies, integrating the diverse forms of written, spoken, digital and multimodal discourse in the educational process and in the context of interdisciplinary teaching approaches.
- Analyse issues of power and access to knowledge and education through a critical lens, with an emphasis on social inequalities and cultural differences.
- Argue for the literate practices they adopt as they develop into future teachers, highlighting the importance of personal and professional development.
- Understand the role of digital technologies in teaching and become familiar with their use to develop multiliteracies in educational practice.
- Understand and use in oral and written discourse historical concepts such as space, time, causality and multiprismaticity, fostering historical empathy and the ethical dimension of history.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	Project design and management
ICT Use	Equity and Inclusion
Adaptation to new situations	Respect for the natural environment
Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and
Teamwork	sensitivity to gender issues

Working in an international environment		*Critical thinking*
Working in an interdisciplinary environment		*Promoting free, creative and inductive reasoning*
Production of new research ideas		

- Search, analysis and synthesis of data and information,
- ICT Use
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning
- Working in an interdisciplinary environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking

3. COURSE CONTENT

1	Introduction	▪ Learning contract ▪ Literacy and Pedagogy of multiliteracies: principles and challenges
2	Language and Literacy	▪ Dimensions and processes of language teaching in the context of literacy pedagogy
3	Academic discourses, academic literacy and scientific literacy	▪ Academic discourses in education and society ▪ Academic literacy: linguistic, cognitive, socio-cultural and critical approaches ▪ The key concepts of scientific literacy ▪ Pluriliteracies across school subjects
4	Digital literacy	▪ Concepts and definitions ▪ Relation to critical literacy and multiliteracies ▪ Common and different fields with information, computer, computational and technological literacy ▪ Correlations with school subjects ▪ Digital literacy and curricula
5	Cultural literacy	▪ Concepts and definitions ▪ Connections with multicultural literacy / knowledge and appreciation of other cultures ▪ Contribution to the development of individual and social identities ▪ Linking cultural and literary literacy ▪ Cultural literacy and curricula
6	Literary literacy	▪ Concepts and definitions ▪ Correlations with: -the teaching of literature and communities of readers -critical literacy and critical pedagogy -school subjects ▪ Literary literacy and curricula
7	AI Literacy	▪ Definition
8	AI Literacy	▪ Types of AI, applications, critical issues and ethics
9	Future literacy	▪ Prediction and transformational skills
10	Historical literacy	▪ Introduction ▪ Historical thinking and awareness ▪ Linguistic and visual representations of History
11	Historical literacy	▪ Historical perspective, historical sources, historical empathy, concepts of historical time and space ▪ Collaborative activities on case studies
12	Historical literacy	▪ Historical literacy at school (pedagogical and historiographical framework, epistemological foundation) ▪ Collaborative activities on curricula and textbooks

		(assignments)
13	Project presentations and recap	

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning • Flipped Classroom
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• Use of ICT in teaching and communication with students • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Collaborative educational environments • Communication with students via email • ChatGPT/Claude/Gemini/Copilot/Googlebard

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	*Workload/semester*
Lectures	39
Study and analysis of bibliography	27
Collaborative tasks within classroom	20
Project	41
Flipped Classroom	15
Simulations	4
Exams	4
Total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Formative Cooperative tasks (compulsory): 30% Project (compulsory): 50% Peer-assessment: 20%

5. SUGGESTED BIBLIOGRAPHY

Foreign:
• Arslantas, T. K., & Gul, A. (2022). Digital literacy skills of university students with visual impairment: A mixed-methods analysis. Education and Information Technologies, 27(4), 5605–5625.
• Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.
• Hirsch, Jr, Kett, J.F. & Trefil, J. (2002). *The New Dictionary of Cultural Literacy*. Boston: Houghton Mifflin.
• Maine, F., V. Cook, & T. Lähdesmäki. 2019. Reconceptualizing Cultural Literacy as a Dialogic Practice. *London Review of Education 17 (3)*: 382–391.

- Meier, C. et al. (2017). An Extended Model of Literary Literacy. In: Leutner, D., Fleischer, J., Grünkorn, J., Klieme, E. (eds) *Competence Assessment in Education. Methodology of Educational Measurement and Assessment*. Springer, Cham.
- Seixas, P., & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Nelson Education.
- Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press.

Greek:
- Γαβριηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. 2021. *100 βασικές ενότητες για τη γλωσσολογία*. Αθήνα: Gutenberg.
- Γαβριηλίδου, Ζ. (2024). *Διδάσκοντας και μαθαίνοντας γλώσσα με το ChatGPT.* Εκδ. Κριτική.
- Δημάση, Μ. & Αραβανή, Ευ. (2013). Η Παιδαγωγική των Πολυγραμματισμών στα σχολικά εγχειρίδια της Γλώσσας του Γυμνασίου: Ουτοπία ή Πραγματικότητα; *MAJESS*, 55-64.
- Kalantzis, M., Cope. B., Αρβανίτη Ε., Στελλάκης, Ν. (2019). *Γραμματισμοί.* Εκδόσεις Κριτική.
- Καρατάσου, Κ.. (2016). Το πρίσμα και τα φίλτρα των ειδών. Η ειδολογία στην υπηρεσία του λογοτεχνικού γραμματισμού. *ΚΕΙΜΕΝΑ για την έρευνα, τη θεωρία, την κριτική και τη διδακτική της Παιδικής και Εφηβικής Λογοτεχνίας.*
- Μητσιάκη, Μ., & Λεύκος, Ι. (2023). Πολυγλωσσικοί γραμματισμοί στις Φυσικές Επιστήμες με τη χρήση του ΕΛεΦυΣ. *Περιοδικό Φιλόλογος*, τ. 188, 192-218.
- Παληκίδης, Ά. (2019). «Διδάσκοντας ιστορία για μια δημοκρατική κοινωνία» στο Γ. Τσιγάρας, Ελ. Ναξίδου, Δ. Στρατηγόπουλος (επιμ.), *Ανδρί κόσμος*. Τιμητικός Τόμος στον Καθηγητή Κωνσταντίνο Κ. Χατζόπουλο, Θεσσαλονίκη 2019, 507-523.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	M. MITSIAKI
Contact details:	mmitsiaki@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Cooperative tasks (compulsory): 30% Project: 50% Peer-assessment: 20%
Implementation Instructions: (3)	All types of assessment will be conducted via the eClass platform.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.
  ➢ *written assignment* or/and exercises
  ➢ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises:** the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods:** the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.