

## COURSE OUTLINE

### PEDAGOGY, LEARNING AND TEACHING

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / DIGITAL APPLICATIONS IN ARTS AND CULTURE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	4 <sup>TH</sup>
<b>COURSE TITLE</b>	PEDAGOGY, LEARNING AND TEACHING		
<b>TEACHING ACTIVITIES</b> <i>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.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 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:

- Acquire the necessary cognitive and methodological background that will enable them to:
  - Use basic terminology in Pedagogy
  - Become familiar with the themes of Pedagogy, its research methods, and identify its scope and development trajectory
  - Recognize the importance and contribution of Pedagogy, allowing them to progress smoothly in their pedagogical training.
- Develop critical thinking and pedagogical reflection through their engagement with educational movements, contemporary trends, inquiries, and forms of education within the educational field.
- Analyze the levels of approach to pedagogical phenomena, evaluate the factors influencing them, and thus form a clear understanding of the educational environment and its conditions.
- Develop knowledge, skills, and attitudes related to:
  - The phenomenon of learning
  - The implications and applications of learning theories in teaching practice
  - The concept of methodology, which provides opportunities to select alternative solutions for actions toward achieving teaching goals and objectives
  - Evaluation
  - The concepts of curriculum, syllabus, teaching, and textbooks

**The student will be able to:**

- Design and conduct a lesson, recognizing the importance of active student participation in the process, engage in self-assessment, and utilize relevant feedback effectively.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	

- Research, analysis, and synthesis of data and information, utilizing the necessary technologies
- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Adaptation to new situations
- Decision-making
- Independent work
- Work in an interdisciplinary environment
- Generation of new research ideas
- Project planning and management
- Exercise of critical thinking and self-criticism
- Promotion of free, creative, and inductive thinking

### **3. COURSE CONTENT**

1. Clarification of basic pedagogical concepts. Goals, means, and factors of education. Pedagogy as a Science (subject matter, utility, scientific foundation). Research in Pedagogical Science. From Pedagogy to the Educational Sciences. Branches and contemporary trends in the Educational Sciences.
2. Overview of the major pedagogical and educational movements from the 18th century to the mid-20th century. Educational and pedagogical movements in the second half of the 20th century: presentation and critical analysis. Differentiated Pedagogy.
3. Aspects and conditions of education: Aims and objectives, the school institution, educational institution, programs and content, methods and techniques, evaluation, school space and time, the relationship between school, family, and society. The role of schools and educators in the modern era.
4. Pedagogical Science and Learning. The Educational Process: Fundamental principles, educational relationships, the lesson, textbooks. Categories of textbooks. Evaluation of school textbooks. The relationship between the textbook, the curriculum, and teaching.
5. The role of Teaching Methodology within the educational sciences. Basic concepts and contents of Didactics: Teaching, Learning, Curriculum, and related concepts (class schedule, curriculum, syllabus). Organization and evaluation of the curriculum. The curriculum and teaching practice. The concept of the "Hidden Curriculum."
6. The phenomenon of learning, as presented by different schools and their representatives, such as Behaviorism, Cognitivism, Gestalt, Humanistic, Constructivist approaches, and others.
7. Applications of learning theories in teaching practice. The role of individual learning factors (e.g., perception, motivation, multiple intelligences, gender, interests, etc.) and, more broadly, the learning profile of students in school processes.
8. Teaching approaches based on dominant cognitive processes, methods, forms of instruction, group-based learning, and project-based learning/action planning.
9. Differentiated instruction.
10. Evaluation and self-evaluation. Practice in teaching evaluation. Assessment of teaching plans and scenarios.
11. Development of a "Teaching Plan" or "Teaching Scenario" for a specific instructional unit, either on an hourly or broader basis.
12. Presentation of student projects.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>														
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>														
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>75</td> </tr> <tr> <td>Project Presentation</td> <td>10</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>52</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	75	Project Presentation	10	Study and analysis of bibliography	52	Written examination	4	Total	180
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Written examination	4														
Total	180														
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 30%</p> <p>Final written examination: 55%</p>														

#### 5. SUGGESTED BIBLIOGRAPHY

##### Greek-language bibliography:

- Βρεττός, Ι. (2005). Θεωρίες της Αγωγής τόμος Α. Αθήνα: Gutenberg.
- Βρεττός Ι.Ε. – Καψάλης Α.Γ., Αναλυτικά Προγράμματα, Art of Text, Θεσσαλονίκη 1994
- Δαναοσσή –Αφεντάκη, Α.(1993). Εισαγωγή στην Παιδαγωγική :τ. Β' Η Εξέλιξη της Παιδαγωγικής και Διδακτικής Σκέψης. Αθήνα.
- Θεοφιλίδης Χ., Διαθεματική Προσέγγιση της Διδασκαλίας, Εκδόσεις Γρηγόρη, Αθήνα 2002.
- Κανάκης Ι.Ν., Η Οργάνωση της Διδασκαλίας-Μάθησης με Ομάδες Εργασίας, Τυπωθήτω – Γιώργος Δαρδανός, Αθήνα 2001.
- Κασσωτάκης Μ.Ι. – Φλουρής Γ., Μάθηση και διδασκαλία. Θεωρία, Πράξη και Αξιολόγηση της Διδασκαλίας, τ. Β', Αθήνα 2005.
- Κορρέ Ει., Θέματα Διδακτικής Μεθοδολογίας. Αναλυτικό Πρόγραμμα, Διδασκαλία, Σχολικά Εγχειρίδια, Εκδόσεις Γρηγόρη, Αθήνα 2010.
- Κορρέ, Ει.(2021). Διαφοροποιημένη Παιδαγωγική. Από τη Θεωρία έως τη Διδασκαλία. Αθήνα: Άλκιμο.
- Κουτσελίνη-Ιωαννίδου Μ., Θεωρητικό πλαίσιο για την αξιολόγηση των διδακτικών εγχειριδίων, Νέα Παιδεία, τ. 79, Αθήνα 1996, 70-77.
- Λιαντίνης Δ., Διδακτική, Αθήνα 1990.

- Μαρκαντώνης Ι.Σ., Ανθρωπαγωγική, Τόμος 2, Παιδαγωγική, Ψυχολογία και Διδακτική, Αθήνα 1990.
- Μαρμαρινός Ι.Γ., Το Σχολικό Πρόγραμμα, Αθήνα 1992.
- Ματσαγγούρας Η.Γ., Ομαδοσυνεργατική Διδασκαλία και Μάθηση, Εκδόσεις Γρηγόρη, Αθήνα 2008.
- Ματσαγγούρας Η.Γ., Θεωρία και πράξη της Διδασκαλίας, τ. Β', Στρατηγικές Διδασκαλίας, Η Κριτική σκέψη στη Διδακτική Πράξη, Gutenberg, Αθήνα 19994.
- Ξωχέλλης, Π. (2003). Εισαγωγή στην παιδαγωγική. Θεσσαλονίκη: Αφοί Κυριακίδη.
- Χατζηδήμου Δ. (2009). Εισαγωγή στην Παιδαγωγική, Θεσ/νίκη: Αφοί Κυριακίδη.

**Foreign-language bibliography.**

- Anderson, K.M. (2007). Tips for Teaching: Differentiating instruction to include all students. Preventing School Failure 51(3): 49-54.
- Armstrong, T. (1994). Multiple intelligences: Seven ways to approach curriculum .Educational Leadership 52(3): 26-28.
- Bruner, J. (1966). Toward a theory of instruction. Cambridge: Harvard University Press
- Dunn, R. & Dunn, K. (1993). Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12. Boston: Allyn & Bacon.
- Jarvis, P. (2006). The theory and practice of teaching (2nd ed). London & New:Routledge.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	I. KORRE
<b>Contact details:</b>	<a href="mailto:ikorre@helit.duth.gr">ikorre@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(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.