

COURSE OUTLINE

THE TEACHING OF ANCIENT GREEK LANGUAGE AND LITERATURE IN SECONDARY EDUCATION – TEACHING EXERCISES

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	THE TEACHING OF ANCIENT GREEK LANGUAGE AND LITERATURE IN SECONDARY EDUCATION – TEACHING EXERCISES		
TEACHING ACTIVITIES <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>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
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 <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
Upon successful completion of the course, participants will be able to: <ul style="list-style-type: none"> • Familiarize themselves with the specific teaching work on the texts, both from the original and from the translation. • Compose lesson plans and teaching scenarios by applying the principles of Differentiated Pedagogy and Teaching. • Teach using the method of Differentiated Pedagogy and Teaching and evaluate both their own teaching and their students. • Understand and utilize the instructional guidelines of the Curriculum and the institutional documents of the subject during instruction. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> • Search, analysis, and synthesis of data and information, utilizing the necessary technologies • Adaptation to new situations • Decision making • Autonomous work 	

- Teamwork
- Work in an interdisciplinary environment
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Exercise of critical and self-critical thinking
- Promotion of free, creative, and inductive thinking

3. COURSE CONTENT

Theoretical Part

1. The identity of the course: The particular characteristics of teaching Ancient Greek Language and Literature from the original and from translation.
2. The institutional framework for teaching the course (Curriculum Guidelines and other legislative framework).
3. Differentiated pedagogy and teaching.
4. Modern tools and teaching methods: action plans, cooperative teaching, pair work within the context of differentiated teaching, mind maps, educational software, dramatization, and the use of arts in teaching.
5. The school textbooks for the course and the material folders.
6. The teaching of Ancient Greek Language (methods, forms of teaching work). The teaching of texts by semantic units.
7. The teaching of texts from translation. Examination of the organizational terms of teaching work for Ancient Greek Literature from translation.
8. Teaching work in epic, drama, and exemplary design of their teaching.
9. Teaching work based on the mythological core of the texts.
10. Teaching work in historical, philosophical, and rhetorical texts and exemplary design of their teaching.
11. The evaluation of the Ancient Greek course in Middle and High School.
12. Presentations of teaching approaches by students.
13. Reflection.

Practical Part

As part of the course, students will undertake practical training in schools in Komotini: the 1st, 2nd, 3rd, 4th, and 5th Experimental Gymnasium of Komotini, the Music Gymnasium of Komotini, and the 1st and 2nd General Lyceum and the 3rd Experimental Lyceum of Komotini, as well as the Music Lyceum of Komotini.

- **Organization and Conduct of the Teaching Practice:** The general supervision of the organization of the Teaching Practice is under the responsibility of the course instructor, Irene Korres. Each student will attend classes in schools (Gymnasiums and Lyceums of Komotini). It is aimed to ensure a correspondence between what the students learn and what they observe in the classroom. Attendance will conclude with a critical evaluation of the teachings by the students in collaboration with the course instructor (oral and written, by completing a teaching practice report).
- **Conducting Teaching by Students:** Students will carry out micro-teaching sessions, and after coordination between the instructor and the school educators, they can conduct teachings at the cooperating schools. Students will complete plans and teaching scenarios corresponding to their micro-teaching sessions and lessons.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to

	course content • Communication with students via email														
<p>TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>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.</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>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation for Participation in Teaching Exercises</td> <td>40</td> </tr> <tr> <td>Development – Presentation of a Teaching Scenario</td> <td>40</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>27</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Preparation for Participation in Teaching Exercises	40	Development – Presentation of a Teaching Scenario	40	Study and analysis of bibliography	27	Written examination	4	Total	150
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Total	150														
<p>STUDENT EVALUATION</p> <p><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:

- Βερτσότης, Α. (1997). *Διδακτική της Αρχαίας Γραμματείας* τ. Β'. Αθήνα.
- Βοσκός Α., Παπακωνσταντίνου, Θ. (1992). *Από τη μετάφραση στο πρωτότυπο*, Αθήνα: Ινστιτούτο του Βιβλίου- Α. Καρδαμίτσα.
- Κορρέ, Ει.(2010). *Θέματα Διδακτικής Μεθοδολογίας. Αναλυτικό Πρόγραμμα, Διδασκαλία, Σχολικά Εγχειρίδια*. Αθήνα :Εκδόσεις Γρηγόρη.
- Κορρέ, Ει.(2021). *Διαφοροποιημένη Παιδαγωγική. Από τη Θεωρία έως τη Διδασκαλία*. Αθήνα: Άλκιμο.
- Λυπουρλής, Δ. (1998). *Πέντε φιλολογικά μελετήματα. Συμβολή στη διδασκαλία των Αρχαίων Ελληνικών στη Μέση Εκπαίδευση*, Εκδ. Παρατηρητής.
- Σοϊλέ, Χ. (επιμ.), 1980. *Πρωτότυπο και Μετάφραση*. Πρακτικά Συνεδρίου: Αθήνα 11-15 Δεκεμβρίου 1978, Αθήνα :Ελληνική Ανθρωπιστική Εταιρεία.
- Σπυρόπουλος, Η. (1980). *Τα Αρχαία Ελληνικά στο Γυμνάσιο και το Λύκειο*. Αθήνα: Εκδ. Γρηγόρη.
- Σπυρόπουλος, Η. (1992). *Αρχαιοελληνικός λόγος και σύγχρονη εκπαίδευση*. Αθήνα: Εκδ. Γκοβόστη.
- Tomlinson, C. A. (2015). Πώς να διαφοροποιήσουμε τη διδασκαλία σε τάξεις μεικτής ικανότητας , *Μετάφραση-Επιμέλεια* Ει. Κορρέ. Αθήνα: Εκδόσεις Γρηγόρη.

Foreign-language bibliography:

- Tomlinson, C.A. & Allan, S.D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria: ASCD.
- Tomlinson, C.A., et al. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted* 27(2/3): 119-145.
- Tomlinson, C.A. (2003). *Fulfilling the promise of differentiated classroom*. Alexandria: Association for Supervision and Curriculum Development.
- Zhang, L-F. & Sternberg, R.J. (2001). *Thinking styles across cultures: their relationships*

with student learning. In R.J. Sternberg & L-F. Zhang (eds.), *Perspectives on thinking, learning and cognitive styles* (pp. 197-226). Mahwah, New Jersey: Lawrence Erlbaum.

- Zins, J.E. et al. (1998). Enhancing Learning Through Social and Emotional Education. *The Journal of Critical and Creative Thinking* 9: 18-20.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	I. KORRE
Contact details:	ikorre@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
Implementation Instructions: (3)	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.