COURSE OUTLINE

ANTHROPOLOGY AND ETHNOGRAPHY OF EDUCATION

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6
COURSE CODE	XXXXX **SEMESTER** 7TH
COURSE TITLE	ANTHROPOLOGY AND ETHNOGRAPHY OF 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	4
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_	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
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon completion of the course, students should be able to:
• To understand the current conditions of the Greek educational system
• To respect and creatively utilize the culturally "Other" in the educational process
• To design and implement teachings in multicultural environments
luct educational qualitative research from the position of the teacher

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

Search, analysis and synthesis of data and information, ICT Use	_Project design and management_
Adaptation to new situations	_Equity and Inclusion_
Decision making	_Respect for the natural environment_
Autonomous work	_Sustainability_
Teamwork	_Demonstration of social, professional and moral responsibility and 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

3. COURSE CONTENT

1. Introductory concepts

2. The Greek education system in the context of the modern world
3. Culture and education
4. Jerome Bruner's "psycho-cultural" model (1)
5. Jerome Bruner's "psycho-cultural" model (2)
6. Jerome Bruner's "psycho-cultural" model (3)
7. Jerome Bruner's "psycho-cultural" model (4)
8. Jerome Bruner's "psycho-cultural" model (5)
9. Anthropology and education – the intervention of Clifford Geertz
10. The institutional framework of the Greek school – opportunities, cracks and contradictions
11. Examples – ethnographies of education (1)
12. Examples – ethnographies of education (2)
13. Examples – ethnographies of education (3)

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
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 • Communication with students via email
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.*	<table><tr><td>*Activity*</td><td>*Workload/semester*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Essay</td><td>50</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>120</td></tr></table>
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*	The final assessment is the three-hour written exam in Greek with essay development questions on epistemological issues of the field, as highlighted through examples that the students use either from the literature or from their social experience.

5. SUGGESTED BIBLIOGRAPHY

1. Jerome Bruner, 2007, *Ο πολιτισμός της εκπαίδευσης*, Ελληνικά Γράμματα, Αθήνα.
2. Δαλκαβούκης Β. – Ι. Μάνος – Χρ. Βέικου (επιμ.), 2010, *Ανυποψίαστοι ανθρωπολόγοι, καχύποπτοι φοιτητές. Διδάσκοντας Ανθρωπολογία σ' αυτούς που «δεν τη χρειάζονται»*, Κριτική, Αθήνα.
3. Β. Δαλκαβούκης – Γ. Μαυρομμάτης (επιμ.), 2022, *Προς μια εθνογραφία της διαπολιτισμικής εκπαίδευσης,* Κριτική, Αθήνα
4. Γκέφου – Μαδιανού Δήμητρα, *Πολιτισμός και Εθνογραφία. Από τον Εθνογραφικό Ρεαλισμό στην Πολιτισμική Κριτική*, Ελληνικά Γράμματα, Αθήνα 1999.

5. Γκέφου – Μαδιανού Δήμητρα (επ.), *Ανθρωπολογική Θεωρία και Εθνογραφία*, Ελληνικά Γράμματα, Αθήνα 1998.

6. Μ. Σπυριδάκης (επιμ.), *Μετασχηματισμοί του χώρου. Κοινωνικές και πολιτισμικές διαστάσεις*, Νήσος, Αθήνα 2009

7. Παπαταξιάρχης Ε. – Θ. Παραδέλλης (επιμ.), *Ανθρωπολογία και Παρελθόν*, Αλεξάνδρεια, Αθήνα 1993

8. Jerome Bruner, 1991, *Acts of Meaning (έχει μεταφραστεί στην ελληνική γλώσσα: Πράξεις νοήματος. Αθήνα: Ελληνικά Γράμματα, 1997*

9. Jerome Bruner, 1960, *The Process of Education (έχει μεταφραστεί στην ελληνική γλώσσα: Η διαδικασία της Παιδείας. Αθήνα: Καραβίας, 1964).*

10. Lawrence Hirtzfeld, "Why don't anthropologists like children?", *American Anthropologist* 104/2 (2002): 611-627

11. Clifford Geertz, «Αποσταθεροποιητική πράξη: η πολιτισμική ψυχολογία του Τζερόμ Μπρούνερ», στο *Διαθέσιμο Φως. Ανθρωπολογικοί στοχασμοί για φιλοσοφικά θέματα*, Αλεξάνδρεια, Αθήνα 2009, σ. 219-235, μτφρ. Πελαγία Μαρκέτου.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	V. DALKAVOUKIS
Contact details:	vdalkavo@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	The final assessment is the three-hour written exam in Greek with essay development questions on epistemological issues of the field, as highlighted through examples that the students use either from the literature or from their social experience.
Implementation Instructions: (3)	The written exams 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.