

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SCIENCES		
ACADEMIC UNIT	PHYSICS DEPARTMENT		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	306	SEMESTER	7
COURSE TITLE	INTRODUCTION TO PEDAGOGICS		
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	
	4	4	
<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>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes(Greek)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>It is expected that, upon completing the course, the students will have acquired:</p> <ol style="list-style-type: none"> 1. Basic knowledge in Pedagogy and Education Sciences. Particularly: <ul style="list-style-type: none"> • Be aware of the conceptual clarifications and epistemological developments of science • Have knowledge of the discourses and pedagogical knowledge (savoir) • Have developed their knowledge in Pedagogical ideology and educational reality 2. The basic knowledge in the development and constitution of autarchic pedagogy. Particularly: <ul style="list-style-type: none"> • They will be aware of the Historical View and its foundation • Have acquired knowledge of autarchic pedagogy in education • Have developed their knowledge in order to be able to apply the critical examination of contemporary aspects / practices of autarchic pedagogy 3. The knowledge about the New Education movement and its effects on modern Greek education. In particular, they will be able to learn about pedagogical theories and school reality.

General Competences <i>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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Acquiring skills for searching, analyzing and synthesizing knowledge and information Working independently Team work	

(3) SYLLABUS

Pedagogy and Educational Sciences: Conceptual clarifications and epistemological developments - Discours and pedagogical knowledge (savoir) - Pedagogical ideology and educational reality. The development and formation of Autarchic Pedagogy: Historical view - Versions of autarchic pedagogy in education - Review of modern perspectives / practices of Autarchic Pedagogy. The New Education movement and its effects on modern Greek education: Pedagogical theories and school reality.
--

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Communication with students via e-course.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Lectures	70
	Bibliography study	27
	Exams	3
		Total
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple</i>	<ul style="list-style-type: none"> • Tests during the courses • Written exam at the end of the semester 	

choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:
- Related academic journals:*

Houssaye J. Δεκαπέντε Παιδαγωγοί. Σταθμοί στην ιστορία της Παιδαγωγικής Σκέψης. Αθήνα: Μεταίχμιο 2000. ISBN: 978-960-375-131-1

Hofstetter R., Schneuwly B. Εισαγωγή στις Επιστήμες της Εκπαίδευσης Αθήνα: Μεταίχμιο 2005. ISBN: 978-960-375-835-8

Bartlett S., Burton D. Εισαγωγή στις Επιστήμες της Εκπαίδευσης. Αθήνα: Gutenberg 2019. ISBN: 978-960-01-2024-0