

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	AE-E1	SEMESTER	B'
COURSE TITLE	COLLECTIVE MEMORY AND HISTORY: TEACHING CONTROVERSIAL ISSUES AT SCHOOL		
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	
	3	10	
<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>	Of special background, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
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 with the successful completion of the course students will be able to:</p> <p>(A) identify the controversial character of the historical narratives either of those produced within the academia or those produced in the public sphere</p> <p>[B] familiarize themselves with those theoretical issues that concern the interpretative character of the discipline of history, as well as historical consciousness, collective memory, and the presence of history in the public space</p> <p>[c] to reflect on their role as teachers, would they intervene in their students' formation of moral stances?</p> <p>(D) finally, to familiarize themselves with specific strategies to manage controversies while teaching history, as the latter are suggested by history educators</p>

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course deals with cases of conflicting or sensitive issues in teaching history and their management in the classroom. It is expected that the participants will realize the nature of conflict issues and discuss the relationship between modern public controversies and the past. References will be made to cases of 'divided societies' and the attempts made by the parties involved for 'reconciliation'. The relationship between historiography and the past itself or collective memory will also be discussed, additionally the processes of 'reconciliation' with a traumatic past. There will be sessions dedicated on contemporary representations of controversial issues in the public sphere as in museum exhibitions, monuments, public archeology, cinema, video games and other.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	The e-course is used, the asynchronous e-learning platform of the University of Ioannina, while students are often referred to web pages related to the course and the lectures develop on the basis of a power point,

	additionally, internet is used during the lectures when needed	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. 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></p> <p><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></p>	Activity	Semester workload
	Attendance-Participation	100
	Literature	100
	Exams	50
	Course total	250
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple 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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Written exams at the end of the semester • Submission of written work 	

(5) ATTACHED BIBLIOGRAPHY

<p><i>Theory of History-Public History – Public Archaeology</i></p> <p>Athnasiadis, H. (2015): 'Ta Aposyrtheda Vivlia' [School Textbooks Withdrawn], Athens: Alexandria</p> <p>Andreou, A. et al (2015): 'I Dimosia Istoria stin Ellada' [Public History in Greece], Epicentron</p> <p>Gazi, E., 2002, 'History in the Public Sphere', in G. Kokkinos & E. Alexaki (eds) 'Diepistimonikes Proseggiseis sti Mouseiaki Agogi', [Interdisciplinary Approaches to Museum Education], Athens: Metaichmio</p> <p>Zivas, D, 1997, 'Ta Mnemeia kai I Poli', [Monuments and the City], Athens: Libro Carr, E., 1999, 'Ti Einai I Istoria', [What is History], Athens: Gnosi (a Greek edition)</p> <p>LaCapra, D., 2001, 'Writing History, Writing Trauma', The John Hopkins University Press.</p> <p>Meskell, L. 2006, 'I Archaeologia sto Stochastro', [Archaeology under Fire], Athens: Kritiki (a Greek edition)</p> <p>Papademetriou, D. et al (eds), 2012, 'Atheates Opseis tis Istorias', [Invisibile History Perspectives], Athens: Asini'</p> <p>Nakou, I., 2001, 'Mouseia: Emeis, ta Pragmata kai o Politismos', [Museums: We all, Objects and Culture], Athens: Nissos</p>
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Tosh, J., 2002, 'The Pursuit of History', Pearson, Longman

Tsiare, S., 2004, 'Topia Ethnikis Mnimis', [Landscapes of National Memory], Athens: Kleidarithmos

Theory of History and Didactics

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Kavoura, D., 2011, 'History Didactics', Athens: Metaichmio

Barton & Levstik, L. 2008, 'Didaskodas Istorika gia to Syllogiko Agatho', [Teaching History for the Common Good], Athens: Metaichmio, (a Greek edition)

Education and Conflictual or Sensitive Issues

Kokkinos G. and Mavroskoufis, D. (eds), 2015, 'To Travma, ta Syngrousiaka Themata kai I Ermineftikes Diamahes stin Istoriki Ekpaidefsi', [Trauma, Controversial Issues and Research Controversies in History Education], Athens: Rodon Ekdotiki (a Greek edition)

Cole, E., 2007, 'Teaching the Violent Past', Rowman & Littlefield

Stradling R. et al., 1984, 'Teaching Controversial Issues' Edward Arnold.

Stradling, R., 2001, 'Teaching 20th century European History', CoE.

Wooley, R., 2010, 'Teaching Controversial Issues in the Primary School', Routledge.