

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCIENCE EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEE048	SEMESTER	B' SPRING
COURSE TITLE	INTRODUCTION TO EPISTEMOLOGY		
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	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 of theory of knowledge, of development of argumentative skill		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	e-course.uoi.gr		

(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>The learning outcomes expected are the familiarization of students with epistemology as a branch of philosophy that explores issues of knowledge. Familiarizing students with the regulatory process of producing knowledge and ways of justifying it is an exercise in critical thinking. The determination of the reasons or the assumptions on which an opinion is based, as well as the application of the relevant rational rules, is a prerequisite for cultivating the intellectual action of understanding knowledge.</p>																		
<p>General Competences</p> <p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	

The course aims at the practice of critical and self-critical capacity of students that promotes free, creative and aporetic thinking that offers fertile questions, as well as the necessary cultivation of argumentative thought and of analytic-synthetic method.

(3) SYLLABUS

This course focuses on the conceptual analysis of the nature of “knowledge” by means of necessary and sufficient terms, analysing the tripartite definition of knowledge as truth and justified, appropriate way of belief. This analysis highlights the importance of the critical undertaking of any knowledge, since knowledge outweighs the simple belief in the epistemic value of truth and its justification. The course also monitors the conflict of assumption from internal and external view, as well as its various combinative versions, highlighting the need for the cognitive subject to gain access to the reasons or the justifications that justify the appropriateness of the way of thinking.

In that regard, in this context, the necessary relationship of knowledge with its understanding is highlighted.

Teaching modules:

I. The tripartite definition of knowledge

1. Belief
2. Truth
3. Justification

II. Theories of justification

1. Foundation
2. Coherence
3. Context
4. Counter-examples

III. Justification from internal and external point of view

IV. Knowledge and understanding

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and in communicating with students in e-course	
TEACHING METHODS <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. 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
	Teaching	39
	Essay	5
	Bibliography Study	53
	Written exam	3
	Course total	100

STUDENT PERFORMANCE EVALUATION	
<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>	<p>Essay 10%</p> <p>Written exam 90%</p> <p>Assessment criteria for essay and written exam:</p> <ol style="list-style-type: none"> 1. Content (understanding the subject of argument development, critical commentary, concluding evidence). 2. Structure of modules and coherence within and between paragraphs. 3. Linguistic expression (correctness and clarity of terminology and written language, grammar, syndax, spelling and editing of text).

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Book texts (Eudoxus):</p> <p>Μ. Πουρνάρη, <i>Επιστημική δικαιολόγηση. Μια γνωσιοθεωρητική προσέγγιση</i>, Νήσος, Αθήνα 2013.</p> <p>Κ. Σκορδούλης, <i>Επιστημονική γνώση</i>, Τόπος, Αθήνα 2014.</p> <p>Ντ. Χιουμ, <i>Πραγματεία για την ανθρώπινη φύση, Βιβλίο Ι. Για τη νόηση</i>, εισαγ-μτφρ. Μ.Πουρνάρη, Πατάκης, Αθήνα 2005.</p> <p>Proposed additional bibliography:</p> <p>Ν. Αυγελής, <i>Εισαγωγή στη Φιλοσοφία</i>, Α. Σταμούλης, Θεσσαλονίκη 2012.</p> <p>Σ. Βιρβιδάκης, "Το πρόβλημα της θεμελίωσης της γνώσης. Μια σύγχρονη προσέγγιση", <i>Ελληνική Φιλοσοφική Επιθεώρηση</i>, 7 (1990), 107-132.</p> <p>D. Batens, <i>Ανθρώπινη Γνώση, Συνηγορία υπέρ μιας χρήσιμης ορθολογικότητας</i> (1992), ΠΕΚ, Ηράκλειο 1996.</p> <p>H. Brown, <i>Αντίληψη, Θεωρία και Δέσμευση: Μία νέα Φιλοσοφία της Επιστήμης</i>(1977), ΠΕΚ, Ηράκλειο 1993.</p> <p>A. Chalmers, <i>Τι είναι αυτό που το λέμε Επιστήμη; Μία προσέγγιση της φύσης, του καθεστώτος και των μεθόδων της επιστήμης</i> (1978), ΠΕΚ, Ηράκλειο 1994.</p> <p>P. Engel, <i>Η αλήθεια. Στοχασμοί πάνω σε μερικές προφανείς αλήθειες</i>, μτφρ. Σ. Βιρβιδάκης, Scripta, Αθήνα 2000.</p> <p>E. Gettier, "Η αληθής δικαιολογημένη πεποίθηση συνιστά γνώση;", <i>Analysis</i>, vol. 23, (1963), 121-3, μτφ. Μ. Πουρνάρη.</p> <p>A. Goldman, <i>Γνωσιοεπιστήμη, Φιλοσοφικές Εφαρμογές</i>, μτφρ. Γ. Μαραγκός, Οδυσσέας, Αθήνα 1997.</p> <p>G. Johnson, <i>Τα Παλάτια της Μνήμης, Πώς ο ανθρώπινος νους αναπαριστά τις λέξεις και τα πράγματα</i> (1991), μτφ. Κάτοπτρο, Αθήνα 1993.</p> <p>Γ. Μαραγκός, <i>Γνωσιολογισμοί, Στο Μεταίχμιο της Φιλοσοφίας της Επιστήμης και της Γνωσιοεπιστήμης</i>, Οδυσσέας, Αθήνα 1996.</p> <p>H. Maturana και F. Varela, <i>Το Δένδρο της Γνώσης, Οι βιολογικές ρίζες της ανθρώπινης νόησης</i> (1984), μτφ. Κάτοπτρο, Αθήνα 1992.</p> <p>M. Minsky, <i>Η Κοινωνία της Νόησης</i> (1988), Κάτοπτρο, Αθήνα 1995.</p> <p>E. Μορέν, <i>Η μέθοδος, 3. Η γνώση της γνώσης</i>, μτφρ. Θ. Τσαπακίδης, Εικοστός Πρώτος, Αθήνα 2001.</p> <p>Π. Νικολακόπουλος, "Εμπειρία, Μέθοδοι, Θεωρία: Οι τρεις παράγοντες της γνώσης", στο <i>Θεμέλια των Επιστημών</i>, τομ. 4ος, Ν. Σκιαδάς (επιμ.), Gutenberg 1982, 55-76.</p> <p>Χρ. Ξανθόπουλος, <i>Η νέα κοινωνιολογία της γνώσης. Μια φιλοσοφική θεώρηση</i>, Παπαζήση, Αθήνα 2011.</p> <p>Θ. Πελεγρίνης, <i>Εμπειρία και Πραγματικότητα</i>, Καρδαμίτσας, Αθήνα 1988.</p>
--

- Μ. Πουρνάρη, "Η Φεμινιστική Φιλοσοφία της Επιστήμης", *Οι Πολλαπλές Προσεγγίσεις της Διδασκαλίας και της Μάθησης των Φυσικών Επιστημών*, Πρακτικά Συνεδρίου Μάιος 2009, www.uowm.gr/kodifeet.
- Μ. Πουρνάρη, "Ορισμένες προβληματικές συνέπειες του κλασικού εμπειρισμού", *Επιστημονική Επετηρίδα του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Ιωαννίνων*, 19 (2006), 109-116.
- Μ. Πουρνάρη, "Οι Επιστημολογικές Προϋποθέσεις της Κοινωνιολογίας της Γνώσης", στο *Κοινωνία της Γνώσης: Ιδεολογία και πραγματικότητα*, Πρακτικά Συνεδρίου του Τομέα Φιλοσοφίας, Πανεπιστήμιο Ιωαννίνων, Ιωάννινα 2006, 71-80.
- Η. Plotkin, *Η Φύση της Γνώσης*, Κάτοπτρο, Αθήνα (1994) 1996.
- W. V. Quine, "Πέντε Ορόσημα του Εμπειρισμού", (1981), μτφρ. Ι. Πατέλλη, *Δευκαλίων*, 11/1 (1992), 7-12.
- Μ. Williams, *Προβλήματα της Γνώσης. Μια Κριτική Εισαγωγή στη Γνωσιολογία* (2001), μτφρ. Β. Παπαθεοχαράκης, LiberalBooks, Αθήνα 2013.

- Related academic journals: