

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
Course Code	ΔΕΕ143	SEMESTER	H'
COURSE TITLE	HISTORY DIDACTICS		
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	5	
<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, specialised general knowledge, 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> <ol style="list-style-type: none"> 1. understand and use the metahistorical or second – order concepts that are related to historical enquiry and the principles of historical interpretations 2. develop the appropriate strategies to implement the above in the classroom 3. use different types of historical evidence, apply multisource teaching approaches 4. devise teaching scenarios 5. take advantage of the research conducted so far in relation to students' understanding of the past and the discipline of history

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

Others...

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

(3) SYLLABUS

Knowledge of the nature and the special characteristics of the discipline of history that are expected to affect history teaching. Knowledge of the metahistorical or second-order concepts of the discipline of history such as time, causality, empathy and others. The ability to design and implement teaching scenarios also to produce teaching materials. The program of study includes the participants' familiarization with new technologies, also informal educational environments such as museums, material culture, cinema, literature, etc.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	
USE OF INFORMATION AND COMMUNICATIONS	

<p style="text-align: center;">TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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
	Lectures	39
	Exams	3
	Bibliographical research and reading	39
	Written work	38
	Teaching history in school (practice, fieldwork)	6
	Course total	125
<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

Obligatory Bibliography

1. Eleni Apostolidou, 2019, *Mathimata Didaktikis tis Istorias*, [Teaching 'History Teaching'], Athens: Pedio (a Greek edition)
2. Chris Husbands, 2000, *Ti Simainei Didaskalia tis Istorias*, [What is History Teaching], Athens: Metaichmio (a Greek edition)
3. Maria Repoussi, 2004: *Mathimata Istorias* [History Lessons], Athens: Kastaniotis, (a Greek edition)

Suggested Bibliography

1. Dora Cavoura, 2011, *Didaktiki tis Istorias, Epistimi, Didaskalia, Mathisi* [History Didactics, the Discipline, Teaching and Learning], Athens, Metaichmio (a Greek edition)
2. H. Cooper, 2012, *History 5-1*, London: Routledge.
3. L. Perikleous & D. Shemilt, (eds) 2011, *The Future of the Past, Why History Education Matters*, Cyprus: AHDR
4. Efi Avdela, 1998, *Scholio kai Istorია*, [School and History], Athens: Nisos (a Greek edition)
5. George Kokkinos and Dimitris Mavroskoufis, (eds), 2015, *To Travma, ta Sygrousiaka Themata kai I Ermineftikes Diamahes stin Istoriki Ekpaidefsi*, [Trauma, Controversial Issues and Research Controversies], Athens: Rodon Ekdotiki (a Greek edition)