

COURSE OUTLINE

(1) GENERAL

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|---|------------------------------|-----------------|-----------|
| SCHOOL | EDUCATION SCIENCES | | |
| ACADEMIC UNIT | PRIMARY EDUCATION | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | DEE158 | SEMESTER | C' WINTER |
| COURSE TITLE | EPISTEMOLOGY OF EDUCATION | | |
| 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> | Special background | | |
| PREREQUISITE COURSES: | Introduction to Epistemology | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | e-course.uoi.gr | | |

(2) LEARNING OUTCOMES

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| <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 of the course are, firstly, the familiarization of students with the epistemological models of teaching related to the "transition" from the students' "prior knowledge" to "school knowledge". Secondly, the understanding of the epistemological conditions of the teacher-centered and the student-centered education, of the representative and non-representational knowledge. Thirdly, the cultivation of the students' argumentative reason on the deductive, inductive and analogical method of teaching the school 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> <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> </td> <td style="width: 50%; border: none;"> <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>.....</i> <i>Others...</i> <i>.....</i> </td> </tr> </table> | <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>.....</i> <i>Others...</i> <i>.....</i> |
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| <p>The appropriation of learning as production and reproduction of knowledge</p> | | |

cultivates rational and self-critical critical thinking. Students develop the ability to recognize teaching methods as epistemological options by analyzing arguments, identifying these proposals, checking the truth of their conclusions, and synthesizing critical arguments.

(3) SYLLABUS

The course, starting from the subject of didactics, examines the "cognitive frameworks" from which didactics derives its epistemological assumptions and deals with the problem of the value of prior experiential knowledge of students, seeking her strong relationships with school and scientific knowledge. It critically analyzes the main patterns of learning and its practices, firstly, strengthening, secondly, improving, thirdly, replacing previous knowledge and proposing a fourth one, the critical consummation. The course also explores philosophical arguments from the philosophy of the mind so that, on the basis of the ontological assumptions about the nature of the intellect, the meanings of the concept of "representation" and the consequences of the problem of mental causality, that is, the mind-body relation. Finally, it is taught the analysis of arguments in the context of practical reasoning.

Teaching modules:

I. Epistemological models

1. Empirical-inductive
2. Hypothetical-deductive

II. Philosophy of the Mind

1. Theories of the mind
2. Mental Representations
3. Mental Causality

III. Practical reasoning

1. Recognizing and reconstructing arguments
2. Evaluation of arguments-philosophical assumptions

(4) TEACHING and LEARNING METHODS - EVALUATION

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|---|--|--------------------------|
| 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 |
| | Bibliography Study | 48 |
| | Essay Presentation | 10 |
| | Written exam | 3 |
| | Course total | 100 |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple</i> | Essay Presentation 20% Written exam 80% Assessment criteria for assay and written exam: | |

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.

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, syntax, spelling and editing of text).

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Book texts (Eudoxus):

- Γ. Κουζέλης, *Από τον βιωματικό στον επιστημονικό κόσμο. Ζητήματα κοινωνικής αναπαραγωγής της γνώσης*, Κριτική, Αθήνα 1991.
- Γ. Κουζέλης, *Ενάντια στα φαινόμενα, Για μια επιστημολογική προσέγγιση της Διδακτικής των Κοινωνικών Επιστημών*, Νήσος, Αθήνα 2005.
- Ε. Φρυδάκη, *Η διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης*, Κριτική, Αθήνα 2009.

Proposed additional bibliography:

- Σ. Βοσνιάδου, *Γνωσιακή Ψυχολογία*, Gutenberg, Αθήνα 1998.
- A. Goldman, *Γνωσιοεπιστήμη, Φιλοσοφικές Εφαρμογές*, μτφρ. Γ. Μαραγκός, Οδυσσέας, Αθήνα 1997.
- D. R. Hofstadter και D. C. Dennett, *Το Εγώ της Νόησης, Φαντασίες και Στοχασμοί για τον Εαυτό και την Ψυχή* (1981), μτφρ. Κάτοπτρο, Αθήνα 1993.
- J. Haugeland, *Τεχνητή Νοημοσύνη, Σχεδιάζοντας τη νόηση: από την υπολογιστική θεωρία στις σύγχρονες ευφυείς μηχανές* (1989), Κάτοπτρο, Αθήνα 1992.
- B. Κάλφας, "Εισαγωγή" στο T. Kuhn, *Η Δομή των Επιστημονικών Επαναστάσεων*, Σύγχρονα Θέματα, Θεσσαλονίκη 1981.
- A. Karmiloff-Smith, *Πέρα από τη Σπονδυλωτή Διάνοια*, (1992), μτφρ. Γ. Μαραγκός, Οδυσσέας, Αθήνα 1998.
- Γ. Κουζέλης, "Το Επιστημολογικό Υπόβαθρο των Επιλογών της Διδακτικής", στο Η. Ματσαγγούρας, *Η Εξέλιξη της Διδακτικής, Επιστημολογική Θεώρηση*, Gutenberg, Αθήνα 1995, σσ. 155-181.
- B. Κουλαϊδής, *Αναπαραστάσεις του Φυσικού Κόσμου, Γνωστική, Επιστημολογική και Διδακτική Προσέγγιση*, Gutenberg, Αθήνα 1994.
- J. Kim, *Η Φιλοσοφία του Νου*, LeaderBooks, Αθήνα 2005.
- Η. Ματσαγγούρας, *Η Εξέλιξη της Διδακτικής, Επιστημολογική Θεώρηση*, Gutenberg, Αθήνα 1995.
- Η. Ματσαγγούρας, *Θεωρία και Πράξη της Διδασκαλίας, Θεωρία της Διδασκαλίας, Η Προσωπική Θεωρία ως Πλαίσιο Στοχαστικο-κριτικής Ανάλυσης*, Gutenberg, Αθήνα 1998.
- Π. Μισαηλίδη, *Η Θεωρία των Παιδιών για το νου*, Τυπωθήτω, Αθήνα 2003.
- Τζ. Μπαγκίνι, Π. Φοσλ, *Τα εργαλεία του φιλοσόφου. Φιλοσοφικές έννοιες και μέθοδοι*, μτφρ. Κ. Θεολόγου, Καστανιώτη, Αθήνα 2005.
- P. Machamer, "Φιλοσοφία της Ψυχολογίας" στο M. Salmon, κ.ά., *Εισαγωγή στη Φιλοσοφία της Επιστήμης*, σσ. 483-508, μτφρ. Π. Θεοδώρου, Κ. Παγωνδιώτης, Γ. Φουρτούνης, ΠΕΚ, Ηράκλειο 1999.
- P. Mitchell, *Η κατανόηση του νου στην παιδική ηλικία, Επισκόπηση της ψυχολογικής έρευνας και θεωρίας*, μτφρ. Π. Μισαηλίδη, Α. Μουτσοπούλου, Τυπωθήτω, Αθήνα 2002.
- Ε. Νημά, Α. Καψάλης, *Σύγχρονη διδακτική*, Ε.Π.Μ., Θεσσαλονίκη 2002.
- Φ. Παιονίδης, *Στοιχεία κριτικής επιχειρηματολογίας*, Ζήτη, Θεσσαλονίκη 2014.

- Μ. Πουρνάρη, “Η υπολογισιοκρατική θεώρηση του νου στο πλαίσιο των γνωσιακών επιστημών: το πρόβλημα της αναπαράστασης”, στο Γ. Καψάλης, Α. Κατσίκης (επιμ.), *Σχολική Γνώση και Διδασκαλία στην Πρωτοβάθμια Εκπαίδευση*, Α΄ Τόμος, Ιωάννινα 2002, σσ. 282-292.
- Μ. Πουρνάρη, “Η Μετάβαση από την «Παραδοσιακή» στην «Εικονική» Εκπαίδευση”, *Επιστημονική Επετηρίδα του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Ιωαννίνων*, No 15 (2002), 185-98.
- Μ. Πουρνάρη, “Η εν χρήσει γνώση των Νέων Τεχνολογιών: Διαδικαστικοί κανόνες και πρακτικές δεξιότητες”, στο Γ. Κουζέλης, Μ. Πουρνάρη, Β. Τσελφές (επιμ.), *Γνώση Χρήσης και Νέες Τεχνολογίες*, Ε.Μ.Ε.Α., Νήσος, Αθήνα 2005, σσ. 37-45.
- Μ. Πουρνάρη, “Γνωσιακές Επιστήμες και Διεπιστημονικότητα”, *Επιστημονική Επετηρίδα του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Ιωαννίνων*, No 18 (2005), 135-56.
- Μ. Πουρνάρη, «Ποια γνώση πρέπει να διδάσκεται; Οι επιστημικές αξίες στη σχολική γνώση», στο *Ποια γνώση έχει την πιο μεγάλη αξία*, Ιστορικές Συγκριτικές Προσεγγίσεις, 7^ο Επιστημονικό Συνέδριο Ιστορίας Εκπαίδευσης, 28-29 Ιουνίου, Πανεπιστήμιο Πατρών 2014.
- Α. Τριλιανός, *Μεθοδολογία της Διδασκαλίας*, Ατραπός, Αθήνα 2012.
- Ι. Φύκαρης, *Όρια και δυνατότητες της σύγχρονης διδασκαλίας*, Κυριακίδη, Θεσσαλονίκη 2014.