COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	DEE186
COURSE TITLE	THE TEACHER AS A PERSON AND AS A PROFESSIONAL

SEMESTER
1th (WINTER)

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures, Practice exercises, Group work, Discussion	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background, Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Instruction, Examination)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to exchange programme students (in Greek)
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=151

(2) LEARNING OUTCOMES

Learning outcomes
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.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students will:

(1) be familiarized with the reality and obstacles being faced by the two basic partners in the educational process, students and teachers
(2) understand the opportunities and risks of educational transitions
(3) be familiarized with the main studies trying to portray the multiple dimensions of the teacher's role
(4) know the basic theories and findings of studies that have examined teachers' job satisfaction and burnout
(5) understand the complexities of the pedagogical relationship and interpersonal communication in the school classroom
(6) be familiarized with educational work in single grade and multi-grade primary schools.

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	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment

Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

- Apply knowledge in practice
- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Adapt to new situations
- Make decisions
- Work autonomously
- Work in teams
- Appreciate diversity and multiculturality
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical
- Advance free, creative and causative thinking
- Appreciate diversity and multiculturality
- Be critical and self-critical

(3) SYLLABUS

The course provides an overview of issues pertaining to:

l. The 'pedagogic dyad': Student and Teacher

A. Student: (1) Educational transitions. (2) Student and school performance. (3) The difficult student.

B. Teacher: (1) The ideal teacher. (2)Typologies of teachers. (3) The ideal teacher from the perspective of the student.(4) From an ideal to a realistic view of teachers.(5)Teachers' role conflict. (6)Teacher burnout and teacher job satisfaction. (7) Basic requirements for the teaching profession.

II. Pedagogic Relationship and Interpersonal Communication in the Classroom

(1) Pedagogic love. (2) The teacher's authority. (3) Teacher's behaviour. (4) Teacher-student communication.(5) Student interpersonal communication.

III. The teacher in the multi-grade primary school

(1)Tracing the development of primary schools. (2) Small primary schools. (3)Organization of small primary schools.(4) Positive educational outcomes of small primary schools.(5) The teacher in small primary schools.(6) Networks and federations of small primary schools.(7) Small primary schools vs educational centers.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT Use of ICT in Course Teaching Use of ICT in Communication with Students Description • Use of ICT (powerpoint, videos) during the classes • The professor's material is offered via e-learning (moodle) • Use of HEAL-LINK and other academic databases and search engines for accessing relevant books and journal articles • Electronic Communication with the students (via e-mail, use of the Department's website) • Students are expected to use new technologies for their assignments

TEACHING METHODS *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*	Activity	Semester workload
	Lecture attendance	39
	Study and analysis of bibliography, tutorials	58
	Exam	3
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Course assessment includes: (1) Group written assignment (optional) (2) In-class presentation of assignment (3) Written examin the middle and at the end of the course

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

Μπρούζος, Α. (2002). *Μικρά σχολεία – Μεγάλες προσδοκίες: Αντιλήψεις για την αποτελεσματική λειτουργία των ολιγοθέσιων σχολείων*. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Πυργιωτάκης, Ι. Ε. (2011). *Εισαγωγή στην Παιδαγωγική Επιστήμη*. Αθήνα: Πεδίο.

Ξωχέλλης, Π. Δ. (2005). *Ο εκπαιδευτικός στον σύγχρονο κόσμο*. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Πυργιωτάκης, Γ. (Επιμ.). (2015). *Διακεκριμένες προσωπικότητες της Παιδαγωγικής*. Θεσσαλονίκη: Εκδόσεις Επίκεντρο.

Additional Bibliography for study:

Day, C. (2003). *Η εξέλιξη των εκπαιδευτικών*. Αθήνα: Τυπωθήτω–Γιώργος Δαρδανός.

Hargreaves, A., & Fullan, M. (1995). *Η εξέλιξη των εκπαιδευτικών*. Εκδ. Πατάκη: Αθήνα.

Καλαϊτζοπούλου, Μ. (2001). *Ο εκπαιδευτικός ως στοχαζόμενος επαγγελματίας*. Αθήνα: Τυπωθήτω.

Κοσμόπουλος, Α. Β. (1995). *Σχεσιοδυναμική παιδαγωγική του προσώπου*. Αθήνα: Εκδόσεις Γρηγόρη.

Μπρούζος, Α. (2009). *Ο εκπαιδευτικός ως λειτουργός συμβουλευτικής: Μια ανθρωπιστική θεώρηση της εκπαίδευσης* (3η συμπληρωμένη και επαυξημένη έκδοση). Αθήνα: Εκδόσεις Gutenberg.