

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	dey001e	SEMESTER	A (WINTER)
COURSE TITLE	INTRODUCTION TO EDUCATIONAL SCIENCES		
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	
Lectures	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>	Introductory course on Education.		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=403		

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 basic structure of the course revolves around the basic concepts of education. Students are expected to know in depth the importance of the institution of education; the structural frame of education; the evolutionary stages of education; the main branches of the educational sciences; the main concepts of education; scopes and ideals of education; educational modes in diachrony; great educators: life, work, and principles.</p> <p>The basic aim is to provide students with an understanding of the conceptual, as well as the structural frame of education.</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>

<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
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3. SYLLABUS

<p>Conceptual frame of education</p> <p>Education and its importance for humanity</p> <p>Education as an academic discipline</p> <p>Subject and functional frame of education</p> <p>Historical evolution of education</p> <p>The development of educational ideas in Greece</p> <p>Main branches of education</p> <p>Basic concepts of education</p> <p>Epistemological prerequisites of education</p> <p>Positivistic paradigm (empirical education)</p> <p>The hermeneutic paradigm</p> <p>Critical pedagogy</p> <p>Most important educators: life and works</p>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face										
<p><i>Face-to-face, Distance learning, etc.</i></p>											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, laboratory education, communication with students.										
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TEACHING METHODS	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Teaching hours</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study hours</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Additional workload (essays, projects)</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	Activity	Semester workload	Teaching hours	39	Study hours	43	Additional workload (essays, projects)	18	Course total	100
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Course total	100										
<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>											
STUDENT PERFORMANCE EVALUATION	Written examination by the end of the semester (3 hrs.).										
<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>											

5. ATTACHED BIBLIOGRAPHY

Main bibliography:

- Bartlett S., Burton, D. & Βασιλόπουλος Σ. (επιμ.) (2019) *Εισαγωγή στις επιστήμες της εκπαίδευσης*, Αθήνα: Gutenberg
- Βρεττός, Ι. (2005) *Θεωρίες της Αγωγής*, τόμος Α', Αθήνα: Gutenberg.
- Καρράς, Κ. (2014). *Η Παιδαγωγική Επιστήμη άλλοτε και τώρα*, Αθήνα: Δαρδανός
- Suggested reading:**
- Κογκούλης, Ι. (1996) *Εισαγωγή στην παιδαγωγική*, Θεσσαλονίκη: Κυριακίδης.
- Κρίβας, Σ. (2007) *Παιδαγωγική επιστήμη: Βασική θεματική*, Αθήνα: Gutenberg.
- Κωνσταντίνου, Χ. (2006) *Σχολική πραγματικότητα και κοινωνικοποίηση του μαθητή, Σκιαγράφηση των κοινωνικοποιητικών μηνυμάτων του σχολείου και των εκπαιδευτικών*, Αθήνα: Gutenberg.
- Ξωχέλλης, Π. (1985) *Θεμελιώδη προβλήματα της Παιδαγωγικής Επιστήμης: Εισαγωγή στην Παιδαγωγική*, Θεσσαλονίκη: Κυριακίδης.
- Ξωχέλλης, Π. (2003) *Εισαγωγή στην παιδαγωγική*, Θεσσαλονίκη: Κυριακίδης.
- Ξωχέλλης, Π. (2011) *Σχολική Παιδαγωγική*, Θεσσαλονίκη: Εκδόσεις Κυριακίδης.
- Πυργιωτάκης, Ι. (1999) *Εισαγωγή στην Παιδαγωγική επιστήμη*, Αθήνα: Ελληνικά Γράμματα.
- Ρήγας, Α. (1998) *Σύγχρονα ρεύματα στην επιστήμη της αγωγής*, Αθήνα: Gutenberg.
- Σακελλαρίου, Κ. & Μπεκιάρη, Α. (2001) *Εισαγωγή στην επιστήμη της αγωγής*, Αθήνα: Leader Books.
- Τερζής, Ν. (1986) *Η παιδαγωγική του Αλέξανδρου Π. Δελμούζου*, Θεσσαλονίκη: Κυριακίδης.
- Φύκαρης, Ι. (2014) *Όρια και δυνατότητες της σύγχρονης διδασκαλίας*, Θεσσαλονίκη: Δ. Κυριακίδη.
- Χατζηδήμου, Δ. (2009) *Εισαγωγή στην Παιδαγωγική, Συμβολή στη διάχυση της Παιδαγωγικής σκέψης*, Θεσσαλονίκη: Κυριακίδη.