

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΔΕΥ 002	<b>SEMESTER</b>	A
<b>COURSE TITLE</b>	HISTORY OF MODERN GREEK EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Of general background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>It is expected that with the successful completion of the course students will:</p> <ol style="list-style-type: none"> <li>1. have constructed a chronological framework for the development of Modern Greek Education</li> <li>2. have realized the factors, internal and international, that shaped our educational system at different times.</li> </ol>
<p><b>General Competences</b></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>

<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 aa</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>Others...</i> .....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working in an interdisciplinary environment</li> <li>• Respect for difference and multiculturalism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

### (3) SYLLABUS

It includes the knowledge of the evolution of educational institutions in Greece since the Ottoman Empire era and the period of the Greek Revolution up to the 21st century. An effort is made to focus on the specific features of each period. More specifically: the transition from the Enlightenment era (Greece in the era of the 1821 Revolution) to the era of Romanticism (the first period of the Greek state), the transition from education as a means of economic and social development (end of the 19th century) to the education of the interwar period, when school became a place of intellectual and social conflicts. Also, the post-war educational institutions, up to the time of European unification and globalization.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	The e-course is used, the asynchronous e-learning platform of the University of Ioannina, while students are often referred to web pages related to the course and the lectures develop on the basis of a power point, additionally, internet is used during the lectures when needed	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Exams	3
	Bibliographical research and reading	52

<i>visits, project, essay writing, artistic creativity, etc.</i>  <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>	Presentations in the classroom (interactive teaching)	6
	Course total	100
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></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"> <li>• Written exams at the end of the semester</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

<p><b><u>Obligatory Bibliography</u></b></p> <ol style="list-style-type: none"> <li>1. Alexis Dimaras, 2013, 'Istoria Neoellinikis Ekpaidefsis', [History of the Modern Greek Education], Athens: Metaichmio</li> <li>2. Siphis Bouzakis (ed), 2011, 'Panorama Istorias tis Ekpaidefsis, Neoelliniki Ekpaidefsi 1821-2010' [An Overview of History Education, Modern Greek Education 1821-2010], Athens: Gutenberg</li> </ol> <p><b><u>Suggested Bibliography</u></b></p> <ol style="list-style-type: none"> <li>1. Siphis Bouzakis, 2005, 'Neoelliniki Ekpaidefsi, 1821-1998', [Modern Greek Education, 1821-1998] Athens, Gutenberg (a Greek edition)</li> <li>2. Sophia Vouri, 1992, 'Ekpaidefsi kai Ethnikismos sta Valkania, 1870-1904', [Education and Nationalism in the Balkans, 1870-1904], Athens: Paraskinio</li> <li>3. Charis Athanasiadis, 2016, 'Ta Aposyrthenda Vivlia, Ethnos kai Scholiki Istoria stin Ellada, 1858-2008', [Forbidden School books, Nation and School History in Greece, 1858-2008], Athens: Alexandria</li> <li>4. Despoina Karakatsani, 2012, 'Ekpaideftiki Theoria kai Didaktiki Praxi sti Metapolemiki Ellada', [Educational Theory and Practice in Postwar Greece], Athens, Epikendro</li> <li>5. Charalambos Noutsos, 2003, 'O Dromos tis Kamilas kai to Scholeio, 1944-1946', [In the Way of the Camel, School -in Greece- 1944-1946], Athens, Vivliorama Μαρία Ρεπούση (2012),</li> <li>6. Maria Repoussi, 2012, 'Ta Marasleiaka 1925-1927', [The Case of the Marasleion School - in Athens - 1925-1927], Athens: Polis</li> <li>7. Pandelis Kyprianos, 2009, 'Synkritiki Istoria tis Ellinikis Ekpaidefsis', [Comparative Study of the Greek Education], Athens: Vivliorama (a Greek edition)</li> </ol>
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