

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEY009	SEMESTER	D' SPRING
COURSE TITLE	PHILOSOPHY 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>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	e-course.uoi.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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 this course are related to the students' practice in matters of conceptualisation of Science Education and, in particular, to the critical understanding of cognitive concepts and moral values as these are important in the framework of the Philosophy of Education.</p>																		
<p>General Competences <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></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<p>This course cultivates the students' analytical and synthetic ability to construct the concepts of education and familiarizes them with the justification of evaluative</p>																		

judgments that concern pedia and education issues.

(3) SYLLABUS

The aim of the course is the understanding of the questions, concepts and basic principles of the Philosophy of Education. The relations between Philosophy and the Philosophy of Education and the reconstitution of the pedagogical thinking within the field of Science Education are studied. The examination of the relationship between education and pedagogy, as well as socialization and education, cultivates the act of conceptual analysis on the anthropological dimension of education and the issue of human nature. The main educational pillars of knowledge and ethics flow into learning the precepts of moral and political education as an anti-dogmatic "education".

Teaching modules:

1. The formation of "Philosophy of Education" as discipline
2. The relation between philosophy and education
3. Pedia and moral-political education
4. Socialization and education
5. Knowledge and values
6. Philosophy of Education and Philosophy for/with Children

(4) TEACHING and LEARNING METHODS - EVALUATION

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												
	<table border="1"><thead><tr><th>Activity</th><th>Semester workload</th></tr></thead><tbody><tr><td>Teaching</td><td>39</td></tr><tr><td>Bibliography Study</td><td>48</td></tr><tr><td>Essay Presentation</td><td>10</td></tr><tr><td>Written exam</td><td>3</td></tr><tr><td>Course total</td><td>100</td></tr></tbody></table>	Activity	Semester workload	Teaching	39	Bibliography Study	48	Essay Presentation	10	Written exam	3	Course total	100
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Essay 20% Written exam 80%												
<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>	Assessment criteria for essay and written exam: 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, syndax, spelling and editing of text).												
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>													

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Book texts (Eudoxus):

Ε. Θεοδωροπούλου (επιμ.), *Φιλοσοφία της Παιδείας: λόγοι, όψεις, διαδρομές*, Πεδίο, Αθήνα 2010.

- Ε. Θεοδωροπούλου (επιμ.), *Φιλοσοφία της Παιδείας: όψεις της πράξης*, Πεδίο, Αθήνα 2014.
- Β. Δημόπουλος, *Φιλοσοφία της Παιδείας*, Αφοί Κυριακίδη, Θεσσαλονίκη 2018.
- Β. Καραβάκου, *Η εκ-παίδευση και η Φιλοσοφία της. Ηθικές απαιτήσεις και πολιτικά προτάγματα*, Gutenberg, Αθήνα 2019.

Proposed additional bibliography:

- Ρ. Γασπαράτου, «Φιλοσοφία του κοινού νου και φιλοσοφία για παιδιά: Δύο αντικρουόμενα φιλοσοφικά εγχειρήματα», *Παιδαγωγικός Λόγος* 2, 141-153.
- Ε. Θεοδωροπούλου (επιμ.), *Φιλοσοφία, φιλοσοφία είσαι εδώ; Διάδραση*, Αθήνα 2013.
- Γρ. Καραφύλλης, «Η συνεισφορά της φιλοσοφίας στην εκπαίδευση», *Επιστήμες της Αγωγής*, 4 (2003), 59-70.
- Τζ. Μπαγκίνι, Π. Φοσλ, *Τα εργαλεία της Ηθικής. Έννοιες και Μέθοδοι στην ηθική φιλοσοφία* (2007), μτφρ. Κ. Θεολόγου, Καστανιώτης, Αθήνα 2014.
- Π. Πούλος (επιμ.), *Περί κατασκευής, Ε.Μ.Ε.Α.*, Νήσος, Αθήνα 1996.
- Μ. Πουρνάρη, «Διαπολιτισμικότητα, η συνθήκη της ορθολογικής κανονιστικότητας», στο *Ποια γνώση έχει την πιο μεγάλη αξία, Ιστορικές Συγκριτικές Προσεγγίσεις*, 7^ο Επιστημονικό Συνέδριο Ιστορίας Εκπαίδευσης, 28-29 Ιουνίου, Πανεπιστήμιο Πατρών 2014.
- J. Rachels και St. Rachels, *Στοιχεία ηθικής φιλοσοφίας* (2010), μτφρ. Ξ. Μπαμιατζόγλου, Οκτώ, Αθήνα 2010.
- A. Swift, *Πολιτική Φιλοσοφία, Εισαγωγικός οδηγός φιλοσοφίας* (2014), μτφρ. Γ. Λαμπράκος, Οκτώ, Αθήνα 2015.