

**UNIVERSITY OF IOANNINA**

**DEPARTMENT OF PRIMARY EDUCATION**

**Postgraduate Program Course Outlines**

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	School of Education		
<b>ACADEMIC UNIT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	Post - graduate		
<b>COURSE CODE</b>		<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Practical Exercise: Teaching Social Sciences		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>			
		3	10
<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>	Scientific area, special background, skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

## (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*

It is expected that upon completion of the course, postgraduate students will be able to:

- a) to use sociological thinking and sociological tools for understanding society
- b) to have developed a social consciousness and to recognize the importance of creative integration and intervention in a multicultural and ever-changing social environment.
- c) to have understood basic sociological, pedagogical and didactic approaches to social and political engagement and commitment
- d) to understand the close relationship between education and society, economic development and politics
- e) to have improved their knowledge about the need for civic education (through the teaching of the subject in primary school) that will aim at the development of critical thinking and analytical skills and behaviors, in order to promote active participation in school and society
- f) to know the institutions of political socialization of the student

### 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?*

<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>

The aim of the course is to connect postgraduate students with the issue of inequality in education, as well as to explore ways and policies to prevent and address premature

school dropout.

- Search, analyze and compose research data and information using the necessary technologies
- Adaptation to new situations
- Autonomous work and group work
- Work on current social and educational policy issues
- Respect for human rights, diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity to gender education issues
- Production of new research ideas
- Criticism of educational policies and the Greek education system
- Promoting free, creative and inductive thinking

### (3) SYLLABUS

The course includes topics related to a) the relationship of Education with society, economic development and politics b) the formation of the consciousness of the citizen of the world and the European citizen c) the education of the citizen and the political socialization of the student e) their inequalities and their impact on education f) the formation of a healthy democratic citizen g) the social and political commitment and involvement and h) the planning of teaching social issues and the development of basic sociological and pedagogical approaches and principles of support for the teaching model. The course also includes an internship with an educational institution for the implementation of teaching that is prepared in the Laboratory of Social Sciences (creation of goals, methods, forms and techniques of teaching, learning resources, materials and tools that can be used)

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching The library's HEAL-LINK system is also used for access to the international literature, in special journals of the subject

	The WIKI program is used for communication (interaction, work) between students and the teacher Contact via e-mail	
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Teacher lectures and student presentations	30
	Study and bibliography analysis	92
	Essay writing	65
	Preparation and internship in an educational institution	60
	Examination	3
	Course total	<b>250</b>
<p><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>	<p>Short report in each section (10%)</p> <p>Final written research paper (80% of the total grade evaluated):</p> <ul style="list-style-type: none"> <li>- Knowledge consolidation (30%)</li> <li>- Critical information retrieval (30%)</li> <li>- Structure and organization of study-research-teaching (20%)</li> </ul> <p>Presentation of research data in the Social Sciences Laboratory (10%)</p>	

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## **(5) ATTACHED BIBLIOGRAPHY**

### *- Suggested bibliography:*

1. Giavrimis, P. (2020), Introduction to the design of teaching in Sociology. A model of transformational teaching-pedagogical approach, Athens: Gutenberg
2. Kyridis, A. (1997), Inequality in Greek education and access to university, Athens: Gutenberg
3. Gogou, L. (2010), The understanding of social phenomena and the perspectives of social research, Athens: Grigoris
4. Nikolaou, S.-M. (2008), The European Union's Education and Energy Policies of Greece (2000-2008), Athens: Gutenberg
5. Nikolaou, S.-M. & Barbarousis, Ch. (2017), Contemporary Sociological Issues. Social and Political Education with the Use of New Technologies, Athens: Gutenberg
6. Nikolaou, S.-M., Eleftherakis, Th., Kalerante, E., Giavrimis, P. & Koustourakis, G. (ed.) (2018), New Challenges in Education and Democracy: Sociological and Pedagogical Approaches Democratic Education, Series: Sociology of Education, Athens: Gutenberg
7. Giavrimis, P. & Nikolaou S.-M. (2020), Teachers 'Views on the Digital Divide in Greece: A Qualitative Approach, In: International Journal of Social Science Research Vol. 8, No 2, pp. 46-58, doi: 10.5296 / ijssr.v8i2.16579
8. Nikolaou, S.M. (2019), Interdisciplinarity as a challenge in education in post-modern society, in: Sp. Pantazis et al. (ed.), Proceedings of the 5th International Scientific Conference "Interdisciplinarity as a Cognitive, Educational and Social Challenge", Volume A, Institute of Humanities and Social Sciences, Heraklion, Crete, pp. 30-39
9. Fischer, L. (2006), Sociology of the School, translated by M. Spyridopoulou & M. Economidou, Athens: Metaichmio

### *- Related academic journals:*

1. D.C. Tsaousis (2007), The Educational Policy of International Organizations.

World and European Dimensions, Athens: Gutenberg

2. V. Koulaidis & A. Tsatsaroni (ed.) (2010), Pedagogical Practices: Research and Educational Policy, Athens: Metaichmio
3. S. Gewirtz & A. Gribb (2010), Understanding Education. A sociological view, translated by E. Panagou, scientist. edited by An. Tsatsaroni, Athens: Metaichmio
4. D. Karakatsani (2003), Education and political education. Knowledge, values, practices, Athens: Metaichmio
5. Ch. Konstantinou (2015), The good school, the capable teacher and the appropriate education as pedagogical theory and practice, Athens: Gutenberg
6. K. R. Muehlbauer (e.g.), Socialization. Theory and Research, translated by D. Dimokidis, Thessaloniki: Kyriakidis
7. M. Apple (1993), Education and Power, translated by S. Rassis, Thessaloniki: Observer
8. V. Koulaidis & A. Tsatsaroni (ed.) (2010), Pedagogical Practices: Research and Educational Policy, Athens: Metaichmio
9. S. Gewirtz & A. Gribb (2010), Understanding Education. A sociological view, translated by E. Panagou, scientist. edited by An. Tsatsaroni, Athens: Metaichmio
10. D. Karakatsani (2003), Education and political education. Knowledge, values, practices, Athens: Metaichmio