

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION STUDIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	DEE202	<b>SEMESTER</b>	6 <sup>th</sup> (SPRING)
<b>COURSE TITLE</b>	SOCIAL AND POLITICAL EDUCATION WITH THE USE OF MASS MEDIA		
<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>
Lectures		3	5
<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>	General background, Scientific field, skills development		
<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>	<a href="http://ecourse.uoi.gr/course/view.php?id=508">http://ecourse.uoi.gr/course/view.php?id=508</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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 after the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze sociologically the use of the Mass Media at school</li> <li>• Understand the social importance of the Mass Media and evaluate the messages of the mass media</li> <li>• Choose and use the Mass Media in the classroom as an educational mean (for instance, digital educational games, cinema movies with social content etc.)</li> </ul>								
<p><b>General Competences</b> <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;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</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>Showing social, professional and ethical responsibility and</i>
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<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>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i>	<i>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 course aims to acquaint students with the basic concepts of sociological analysis of mass media, the critical approach of the Media and their use in the classroom, as well as the development of the "critical reading" ability of media messages.

- Search, analyze and synthesize data and information with the use of the necessary technologies
- Teamwork and Project Teaching with the use of Mass Media
- Production of new research ideas
- Design and management of information produced by Mass Media and use in the school environment
- Respect for social values and institutions
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

### (3) SYLLABUS

The course includes topics that refer to a) the relation between the Mass Media and the Society, b) modern Mass Media and their relation with education c) the Mass Media's influence in shaping public opinion and in the role of the Education d) research and scientific approaches for their effect on the social behavior of children e) the new Educational Technologies and their possible dangers f) the Mass Media as agents that structure the school life and g) the relation between the teachers and the New Technologies.

### (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 the ICT in teaching, e-course, laboratory education and communication with students by e-mails	
<b>TEACHING METHODS</b> <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.  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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	(3x13)=39
	Study and analysis of bibliography	20
	Conducting study-teamwork, Conduct workplans about teaching with the use of the Media (educational software, cinema movies, socialmedia)	30
	Writing project	16

	Study for the exam	20
	Course total	<b>125</b>
<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>	<p>Written examination</p> <p>Final written work that evaluates:</p> <ul style="list-style-type: none"> <li>- Embedding of knowledge (35%)</li> <li>- Critical reconstruction of the information (35%)</li> <li>- Structure and organization of study (20%)</li> </ul>	

#### **(5) ATTACHED BIBLIOGRAPHY**

##### MAIN BIBLIOGRAPHY (From Eudoxus)

S.M. Nikolaou & Ch. Barmparousis (2017), *Sygchrona Koinoniologika Zitimata*, Athina: Gutenberg

Chr. Konstantopoulou (ed.), (2017), *Afigiseis tis krisis*, Athina: Papazisi

Ioannis H. Kamarianos (2002), *Exousia, MME and ekpaidefsi*, Athina: Gutenberg

##### SUGGESTED BIBLIOGRAPHY:

G. Pleios (2005), *Politismos tis eikonas kai ekpaidefsi*, Athina: Politropon

D. Buckingham (2008), *Ekpaidefsi sta MME. Alfavitismos, mathisi kai sigchroni kouloura*, mfr. I Skarveli, Athina: Ellinika Grammata

J. Shanahan & M. Morgan (2006), *I tileorasi, i pragmatikotita kai to koino*, epim. G. Pleios, mfr. G. Karabini, Athina: Politropon

G. Koumentos (2006), *Tileorasi, paidi kai scholeio. I epidrasi tis tileorasis ston elefthero chrono kai stin epidosi ton mathiton tou dimotikou scholeiou*, Athina: Diinekes

N. Dermetzis (2002), *Politiki epikoinonia, Diakindinefsi, Dimosiotita, Diadiktio*. Athina: Papazisis