

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΔΕΕ 304	SEMESTER	A'
COURSE TITLE	INTRODUCTION IN HISTORY 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>	Of general background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(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>It is expected that with the successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. plan history lessons taking under consideration students' own constraints in relation to cognition issues and the special character of the discipline of history 2. take under consideration and base their planning on the existing research in relation to students' ideas about the past and the discipline of history 3. to refer to public history issues and take under consideration the students' historical culture

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Decision-making
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Production of new research ideas

Project planning and management
 Respect for difference and multiculturalism
 Respect for the natural environment
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

 Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

(3) SYLLABUS

It includes knowledge about the nature and peculiarities of history as a discipline, peculiarities that affect also its teaching as well. Further specific knowledge of how students tend to perceive of the past and the discipline of history, as well as knowledge of the political, disciplinary and educational context in which the shift from the traditional teaching of history to 'New History' was realized, as well as elements of the history of history education in Greece. Knowledge of the students' historical culture and of the public history issues that affect students' historical understanding.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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	
TEACHING METHODS <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</i>	Activity	Semester workload
	Lectures	39
	Exams	3
	Bibliographical research and reading	52

<p><i>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>	Presentations in the classroom (interactive teaching)	6
	Course total	100
<p align="center">STUDENT PERFORMANCE EVALUATION</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"> • Written exams at the end of the semester 	

(5) ATTACHED BIBLIOGRAPHY

<p><u>Obligatory Bibliography</u></p> <ol style="list-style-type: none"> 1. Eleni Apostolidou, 2019, <i>Mathimata Didaktikis tis Istorias</i>, [Teaching 'History Teaching'], Athens: Pedion (a Greek edition) 2. Dora Cavoura, 2011, 'Didaktiki tis Istorias, Epistimi, Didaskalia, Mathisi' [History Didactics, the Discipline, Teaching and Learning], Athens, Metaichmio (a Greek edition) 3. Keith Barton & Linda Levstik, 2008, <i>Didaskodas Istorias gia to Syllogiko Agatho</i> [Teaching History for the Common Good], Athens: Metaichmio (translated from English) <p><u>Suggested Bibliography</u></p> <ol style="list-style-type: none"> 1. Efi Avdela, 1998, <i>Scholio kai Istorias</i>, [School and History], Athens: Nissos (a Greek edition) 2. Chris Husbands, 2000, <i>Ti Simainei Didaskalia tis Istorias</i>, [What is History Teaching], Athens: Metaichmio (a Greek edition) 3. S. Donovan & G. Bransford, 2005, <i>How Students Learn</i>, WASHINGTON: The National Academy Press. 4. L. Perikleous & D. Shemilt, (eds) 2011, <i>The Future of the Past, Why History Education Matters</i>, Cyprus: AHDR 5. Maria Repoussi, 2004, <i>Mathimata Istorias</i> [History Lessons], Athens: Kastaniotis, (a Greek edition) 6. George Kokkinos and Dimitris Mavroskoufis, (eds), 2015, <i>To Travma, ta Sygrousiaka Themata kai I Ermineftikes Diamahes stin Istoriki Ekpaidefsi</i>, [Trauma, Controversial Issues and Research Controversies in History Education], Athens: Rodon Ekdotiki (a Greek edition) 7. Sophia Vouri, 2004, <i>Ta Slavika Encheirithia Istorias tis Valkanikis, 1991-1993</i>, [The Balkan Slavic History Text-books], Athens, Gutenberg (a Greek edition)
