ΠΕΡΙΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ (Course Syllabus)

1. General

School	**School of Humanities and Social Sciences**
Department	Department of Culture, Creative Media and Industries
Study Level	Undergraduate

Course code	ΕΠ 554	**Semester**	5

Course Title	Creativity and Educational Practice (ΠΕ-2)

Autonomous Teaching Activities	**Weekly Teaching Hours**	**Credits**
Lectures and Tutorials	3	6

Course Type *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων*	Scientific area General Knowledge, Skills Development
Prerequisites:	No
Course teaching and evaluation language:	Greek
The course is offered to Erasmus incoming students	NO
Course Page (URL)	https://eclass.uth.gr/courses/CULT_U_308/

2. Learning Outcomes

Learning Outcomes
Describe the learning outcomes of the course, the specific knowledge, skills and abilities students will acquire upon successful completion of the course of the appropriate level.

The aims of the course are:

Upon successful completion of the course students will be able to:

1. discuss comparatively and critically different theoretical approaches related to the conceptualization of creativity.

2. understand the multidisciplinary nature of the concept of creativity and its various manifestations in different disciplines (bio-psycho-social/cultural model) and the ways of educational use of the theory in the creation of creativity strategies.

3. use critically the theoretical principles of creativity in the context of new technologies and social networks.

4. plan in a group an integrated programme of educational activities (targeting, choice of tools, environment, activities) in formal or non-formal education, taking into account the principles of inclusion and equal access to learning and culture.

General Skills
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and

The course aims at cultivating the following skills:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Teamwork
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promoting free, creative and deductive thinking

3. Course Content

The topics covered in the course include:

The course discusses the concept of creativity and its different conceptualizations in the context of contemporary developments in the field of arts pedagogy. It examines educational actions that aim to promote creativity through a variety of activities, such as material and aesthetic activities, performing arts activities, etc. It critically approaches the concept and uses of creativity in different educational settings, formal, non-formal and informal education, and links theoretical approaches with examples from practice, supporting students in the design of educational actions.

4. Instructive and Learning Methods - Evaluation

	Delivery Method.	Delivered by physical presence, additional material via e-class
	Use of IT's in teaching and communication with students	● PowerPoint presentations ● Support Learning Process via the e-class platform ● Electronic communication with students

Teaching Structure

The methods of teaching are described in detail Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutorial, Internship (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Study visits, Project, Paper.

The student study hours for each learning activity are recorded as well as the non-instructional study hours so that the overall workload at semester level corresponds to ECTS standards.

Methods	Semester Work Load
Lectures and seminars	50
Field training	30
Autonomous study and analysis of bibliogrpaphy	50
Interactive teaching	20
Course Total **(25 Hrs. Work Load per Credit Unit)**	150

Student Evaluation

Description of the evaluation procedure

Assessment Language, Assessment Methods, Formative or Summative Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Paper / Report, Oral Examination, Public Presentation,

The evaluation criteria are explicitly mentioned during the first introductory lecture. They are also available, in the course description on the university's eclass asynchronous e-learning platform.

The evaluation language is Greek.

Summative Assessment:
- Active participation of students in the context of interactive teaching (10%)
- Exercise in designing creativity and problem-solving strategies. Public presentation (10%)
- Written examination with open and closed questions (multiple choice) (80%)

5. Recommended Readings

Advised Bibliography:

Bibliography (Evdoxos)

Avdi A. & Hadjigeorgiou (2018). When the teacher enters a role. 50 suggestions for theatre workshops with Teacher in Role. Athens. Metaixmio.

Vaos, A. (2008). Issues of visual arts teaching. The artistic project as a pedagogical practice. Athens. Topos.

Theodotou E. (2015). Creativity in the era of new technologies. Athens. Kritiki.

Nikonanou, N. (ed.). (2015). Museum learning and experience in the 21st century. Athens: Association of Greek Academic Libraries. Available at: http://hdl.handle.net/11419/712.

Xanthakou G. (2011). Creativity and Innovation in School and Society. Diadrasis.

*Savvaidou - Kampouropoulou, Mary (2015). Education, Art and
Creativity in Contemporary Museum Environments. Athens. Diadrasis*

Additional bibliogpraphy for study

*Dafermos, M. (2002). Vygotsky's cultural-historical perspective. Philosophical;
Psychological-Pedagogical dimensions. Athens: Atrapos*

*Pourkos, A. M. (Ed.). (2009). Art, Play, Narrative: Psychological and Psychopedagogical
Dimensions. Psychological and Psychological Psychology. Topos.*

*Conference Proceedings (Eds. Papadimitriou G. & Kostaris H.). (2018). 3rd Panhellenic
Conference "Education in the 21st century: Seeking innovation, art, creativity". (Volume A, B,
C, D). Athens. Museum of School Life and Education.*

*Efland, A. (2002). Art and Cognition: Integrating the Visual Arts in the Curriculum.
New York: Teachers College, Columbia University.*

*Eisner, E. W. (2002). The Arts and the Creation of Mind. New Haven & London: Yale
University Press.*

*Kalin & Nadine M. (2018). The Neoliberalization of Creativity Education.
Democratizing, Destructing and Decreating. Palgrave Macmillan.*

*McRae, C. & Huber, A. (2017). Creating Performances for Teaching and Learning
A Practice Session for Pedagogy. Palgrave Macmillan ISBN 978-3-319-54560-8.*

Journals:
Journal of Creative Behavior
- *https://onlinelibrary.wiley.com/journal/21626057*
Creativity Research Journal
- *https://www.scimagojr.com/journalsearch.php?q=13452&tip=sid*