

## ΠΕΡΙΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ (Course Syllabus)

### 1. General

<b>School</b>	<a href="#">School of Humanities and Social Sciences</a>		
<b>Department</b>	<a href="#">Department of Culture, Creative Media and Industries</a>		
<b>Study Level</b>	Undergraduate		
<b>Course code</b>	ΕΠ 757	<b>Semester</b>	7
<b>Course Title</b>	Educational Planning - Practical Teaching Exercises (ΠΕ-5)		
<b>Autonomous Teaching Activities</b>		<b>Weekly Teaching Hours</b>	<b>Credits</b>
			12
<b>Course Type</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific area		
<b>Prerequisites:</b>			
<b>Course teaching and evaluation language:</b>	Greek		
<b>The course is offered to Erasmus incoming students</b>	No		
<b>Course Page (URL)</b>			

### 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.*

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

- 1.- understand the importance of choosing appropriate methods and techniques for designing educational programs
- 2.- clarify the role that the teacher is called to play in the school environment, choosing modern alternative methods and techniques
- 3.- integrate the evaluation in the educational planning and to understand its application as a tool for the professional development of the teacher
- 4.- know the complexity of the educational process through the design and critical review of educational programs.

#### General Skills

*Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which one (s) does the course aim for?*

*Research, analyze and synthesize data and information, using the necessary technologies*

*Adaptation to new situations*

*Decision making*

*Independent work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas Project design and management*

*Respect for diversity and multiculturalism*

*Respect for the natural environment*

*Demonstrate social, professional and ethical responsibility and gender sensitivity*

*Exercising criticism and self-criticism*

*Promoting free, creative and inductive thinking*

The course aims at cultivating the following skills:

- Adaptation to new situations
- Decision making
- Teamwork
- Design and implementation of educational programs
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration social, professional and moral responsibility and gender sensitivity
- Exercise criticism and self-criticism

### 3. Course Content

The course deals with general principles of theory and methodology of planning and development of educational programs based on which future educators can organize and implement teaching plans, according to age, interests, needs, skills and knowledge of students. The course includes laboratory exercises (which include on-site implementation of programs in educational spaces) for the development of educational programs and is framed by seminars, feedback and reflection. The aim of the course is the gradual acquaintance of the student with the educational environment and the provision of a supportive framework for the transition from the academic to the professional environment, familiarizing students with the multifaceted scientific & professional requirements of the educational process (eg teaching methodology, educational programs, aspects of pedagogy etc.), as well as the awareness of the role students will be called to play as future educators. The course discusses teaching focusing on the purpose, concepts and content of the teaching methodology. In this context, it deals with teaching methods, educational and pedagogical teaching and learning programs, with curricula and their structural elements (eg objectives, content, teaching methods, assessment), with the planning of teaching (eg, development and implementation of programs, and evaluation of the result).

### 4. Instructive and Learning Methods - Evaluation

<b>Delivery Method.</b>	In the class of the university	
<b>Use of IT's in teaching and communication with students</b>		
<b>Teaching Structure</b> <i>The methods of teaching are described in detail Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study &amp; analysis, Tutorial, Internship (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Study visits, Project, Paper.</i>  <i>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.</i>	<b>Methods</b>	<b>Semester Work Load</b>
	Lectures & Seminars,	40
	Bibliography study & analysis	20
	Teamwork	25
	Laboratory Exercise	25
	Exercise	40
	<b>Course Total</b> <b>(25 Hrs. Work Load per Credit Unit)</b>	<b>150</b>
<b>Student Evaluation</b> <i>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,</i>	<i>Written examination (70%) Oran presentation written assignment (30%)</i>	

### 5. Recommended Readings

*Advised Bibliography:*

Androusou, A. & Tsafos, B. (eds.) (2020). *Education Sciences: a dynamic interdisciplinary field*. Athens: Gutenberg.

Hodson, D. (2011). *Looking to the future: Building a curriculum for social activism*. Rotterdam: Sense Publishers.

Frey, K. (1998). "*The Project Method*". *A form of collective work at school as theory and practice*. Thessaloniki: Kyriakidis Bros.

Moore, A. (2000). *Teaching and learning. Pedagogy, curriculum and culture*. London: Routledge & Falmer.

Tsafos, B. (2014). *Curriculum: theoretical searches and practical orientations. Looking for new constants in an uncertain world*. Athens: Metaichmio.