

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 663	Semester	6 ^ο -8 ^ο
Course Title	Activist solidarity routes in social, cultural, and pedagogical environments		
Autonomous Teaching Activities		Weekly Teaching Hours	Credits
		3	6
Course Type <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific area		
Prerequisites:			
Course teaching and evaluation language:	Greek		
The course is offered to Erasmus incoming students	Yes		
Course Page (URL)			

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 completing the course, students are expected to be able to develop and process differentiated approaches related to their personal 'identity,' their role as active citizens, and their academic progress. Through their participation in the course, students will be able to negotiate and define concepts related to activism, process and manage emotions (e.g., anxiety, frustration, love, sympathy), and develop skills for the comprehensive achievement of participatory activist practices (e.g., collaboration, planning, critical thinking, etc.).

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
- Independent work
- Decision making
- Teamwork
- Design and implementation of activist actions
- Promotion of free, creative and inductive thinking
- Demonstrate social, professional and ethical responsibility
- Exercise criticism and reflection

3. Course Content

The purpose of the course is to introduce students to the development of differentiated socio-cultural 'identities' through their participation in environments that promote activist actions. Within the framework of the course, transformative characteristics are developed that highlight various forms of student interaction with local communities, redefining traditional approaches based on new academic perspectives, where everyone learns when they are actively involved in bi-group practices (Ross, Li & Call-Cummings, 2022, Dragona, 2020, Viglas, Magos & Alexopoulos, 2020). In this direction, the inclusion of students' 'voices' in academic practice requires reapproaching students' active involvement in planning of solidarity practices in order to challenge dominant ways of thinking, as well as the development of capacities for the effective implementation of interventions within the framework of actions for social justice and equality (Haravitsidis, 2020, Tsafos, 2014, Cook-Gumperz, 2008). This way, students participate in shaping their educational process, aiming not only at acquiring experiences but also at cultivating self-perceptions as active socio-historical and transformative subjects (Tsafos, 2021, Androusou & Tsafos, 2013). Through such practices, the relationship between students and local communities turns into a 'conversation' that highlights research frameworks for cultivating awareness, understanding, empathy, and respect for the needs of people from vulnerable social groups (Biewend, 2021, Tsafos, 2014, Broadhead, Johnston, Tobbel & Woolley, 2011). Specifically, within the course, participating students have the opportunity to visit and support the operation of social, cultural, and pedagogical environments and to reflect on the implemented activist practices (e.g., child protection structures, social-solidarity kitchens) in order to develop democratic, open, and inclusive cultural actions.

4. Instructive and Learning Methods - Evaluation

Delivery Method.	In-person teaching	
Use of IT's in teaching and communication with students	e-class, ms-teams	
<p>Teaching Structure</p> <p><i>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.</i></p> <p><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></p> <ul style="list-style-type: none"> ● 	Methods	Semester Work Load
	Laboratory Exercise	30
	Field Exercise	50
	Individual work	20
	Teamwork	20
	Presentation project	30
	Course Total (25 Hrs. Work Load per Credit Unit)	150

Student Evaluation	The evaluation of the course focuses on individual assignments (student journals) and group presentations for the planning and implementation of activist actions.
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,	

5. Recommended Readings

Advised Bibliography:

- Androusou, A., & Tsafos, B. (2013). Educating teachers as mentors of future teachers in an inquiry-reflective framework. In A. Androusou & S. Avgitidou (Eds.). *Practicum in initial teacher education: Research approaches*. Athens: Network of Practical Exercises and TEAPI - National Kapodistrian University.
- Viglas, L., Magos, K., & Alexopoulos, X. (2020). ROUTES Walking together: Intercultural routes in the city of Volos. Volos: Graphic Arts "Palmos".
- Biewend, E. (2021). *Loving without illusions: The life and work of Janos Korczak* (Editor: G. Tsiakalos). Thessaloniki: Epikentro Publications.
- Broadhead, P., Johnston, J., Tobbel, C. & Woolley, P. (2011). Personal, social and emotional development. London: Continuum International Publishing Group.
- Cook-Gumperz, J. (2008). Literacy and education: An immutable equation. In Jenny Cook-Gumperz (Ed.), *The social construction of literacy* (Editor: Triantafyllia Kostouli). Thessaloniki: Epikentro Publications.
- Dragona, Th. (2020). School and community. In A. Androusou & B. Tsafos (Eds.), *Educational sciences: A dynamic interdisciplinary field* (pp. 439-456). Athens: Gutenberg Publications.
- Ross, K., Li, P., & Call-Cummings, M. (2022). Solidarity as methodological praxis. *Qualitative Research*. Advance online publication <https://doi.org/10.1177/14687941221098919>
- Tsafos, B. (2014). *Analytical program: Theoretical approaches and educational designs*. Athens: Metaichmio.
- Tsafos, B. (2021). *Narratives and biographies: Teachers' voices through their life stories - The syllabus as autobiographical text*. Athens: Gutenberg Publications.
- Haravitsidis, P. (2020). Education and social justice: The contribution of critical pedagogy. In A. Androusou & B. Tsafos (Eds.), *Educational sciences: A dynamic interdisciplinary field* (pp. 334-348). Athens: Gutenberg Publications.