

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SCIENCES		
<b>ACADEMIC UNIT</b>	PHYSICS DEPARTMENT		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	307	<b>SEMESTER</b>	6 & 8
<b>COURSE TITLE</b>	DIDACTIC METHODOLOGY		
<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>	
	4	4	
<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		
<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>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <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 upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of Pedagogical Science, utilizing them in teaching practice. Make use of the main teaching theories and applications, with reference to the relevant curricula, but also to the transformation and adaptations of the subject, the formulation of teaching objectives and the individual parameters, and factors that may influence the effectiveness of the teaching process.</li> <li>• To identify and utilize the characteristics of teaching applications accordingly, by controlling the teaching as a unique and unique social learning reality.</li> </ul>												
<p><b>General Competences</b></p> <p><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;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</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>Working independently</i>	<i>Showing social, professional and ethical responsibility and 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>
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<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....
<p>Production of free, creative and inductive thinking          In acquiring competences-skills for searching, analyzing and synthesizing knowledge and information</p>	

### (3) SYLLABUS

<p>The relationship between theories of practice in pedagogical science.</p> <p>Modern pedagogical theories.</p> <p>Pedagogical science and post-modernity.</p> <p>Contemporary problems and the role of pedagogical science.</p> <p>Pedagogical relationship and pedagogical communication in the classroom</p>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of e-course system for lecture slides and information about the course.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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.</i>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	70
	Bibliography study	27
	Exams	3
		<b>Total</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Tests during the lectures</p> <p>Exams at the end of the semester</p>	

### (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

- Κωνσταντίνου, Χ.(2015), Το καλό σχολείο, ο ικανός εκπαιδευτικός και η κατάλληλη αγωγή ως παιδαγωγική θεωρία και πράξη. Αθήνα: Gutenberg.
- Κωνσταντίνου, Χ.(2007), Σχολική Πραγματικότητα και Κοινωνικοποίηση του Μαθητή. Αθήνα: Gutenberg

#### SUGGESTED ADDITIONAL BIBLIOGRAPHY:

- Brock, St., Sandoval, J., Lewis, Sh. (επιμ. Χατζηχρήστου, Χρ., 2005), Διαχείριση κρίσεων στο σχολείο. Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο, Αθήνα: εκδόσεις Gutenberg.
- Γκότοβος, Α., Μαυρογιώργος, Γ., Παπακωνσταντίνου, Π. (1996), Κριτική Παιδαγωγική και Εκπαιδευτική Πράξη, Αθήνα: εκδόσεις Gutenberg.
- Flitner, A.(1997), Αυταρχική ή Φιλελεύθερη Αγωγή, Αθήνα: εκδόσεις Τυπωθήτω – Δαρδανός.
- Gordon, Th.(1999), Ο αποτελεσματικός δάσκαλος, Αθήνα: εκδόσεις Ευρωσπουδή.
- Καΐλα, Μ.(1996), Η Σχολική Αποτυχία, Αθήνα: εκδόσεις Ελληνικά Γράμματα.
- Κοντονή, Α.(1997), Το νεοελληνικό σχολείο και ο πολιτικός ρόλος των παιδαγωγικών συστημάτων, Αθήνα: εκδόσεις Κριτική.
- Κυρίδης, Α. (1999), Η Πειθαρχία στο Σχολείο, Αθήνα: εκδόσεις Gutenberg.