COURSE OUTLINE 34

1.GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	**34**	**SEMESTER**	1st, 3rt, 5th & 7th
COURSE TITLE	Introduction to Pedagogical Science		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHINGHOURSPERWEEK**	**ECTSCREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2.LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
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After successful completion of the course students will be able to: At the cognitive level: • delineate in a scientific way the scientific field of Pedagogical Science, its relation with individual scientific disciplines and the interdisciplinarity that characterizes its field • describe the research subject of Pedagogical Science and its related scientific branches • explain and work with the basic concepts of the Science of Pedagogy providing examples of their contents • know basic research methods in a specific field and be able to provide examples of approaches for each method • know the significant phases of Pedagogical Science and describe its significant representatives • describe the most important interpretative ‘models’ regarding the phenomenon of

education and socialization of students

At the level of ability:

• analyze educational situations based on theoretical schemes referring to extensively within the educational process a) the educator, b) communication and the management of relationships, (c) the organizational structure, (d) teaching

• support educational design based on theoretical approaches

• reflect and reconstruct the original design based on educational observation

At the level of skill-development:

• experimentally apply basic research methods within a specific field

• create experimental teaching scenarios based on theoretical approaches

• post-criticize translate individual fields of educational scenarios

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

Autonomous work
Search, analysis and synthesis of data and information, ICT Use
Working in an interdisciplinary environment
Promoting free, creative and inductive reasoning
Critical thinking

3.COURSE CONTENT

The course introduces in a systematic way the fields and foundational concepts of Pedagogical Science, the basic theories of socialization, the models of education, the pedagogical institutions, the structure and models of their analysis, the epistemological approaches and models of Science, as well as the basic methodological research approaches
Indicatively, some thematic sections are presented below:
• Relationship between theory and practice and difficulties of socializing Pedagogical discourse
• Epistemological approaches in Pedagogical Science and delineation of the subject of Pedagogical Science
• Main theoretical currents of Pedagogy (Educators and Educational Philosophy of flows and movements)
• Basic categories of the Science of Pedagogy
• Theoretical approaches of Education
• Theoretical approaches of Socialization
• Fields of pedagogical applications (institutions, functions and organizational schema of educational structures)
• Theoretical traditions and research tools for understanding the educational field
· Specific and contemporary educational issues (Teachers, Communication, Teaching, Learning Forms)

4.LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put. Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The evaluation is based on two axes: a) the active participation of students in the educational process, which is ensured with their involvement in a submitted assignment that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination.

Activity	***Workload/semester***
Lectures	***39***
Elaboration of acivities	***21***
Study of bilbiography	***45***
Sort essay writing	***45***
25 hours workload per ECTS UNIT	***150***

5.SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

• Korn, F. (2012), Sofos (Ed.) Basic Knowledge in the Science of Pedagogy. Athens: ION

• Course notes provided on instructor's web page

– Related academic journals:

• Gotovos, Ath. (1999) Pedagogical Interaction. Athens, Gutenberg

- Hofstetter, R., Schneuwly, B. (2005) (Ed.) Introduction to the sciences of education. Athens, Metaichmio

- Matsagouras, H. (2009) Introduction to the Science of Pedagogy. Athens: Gutenberg

- Mialaret, G. (1999). Introduction to the science of education. Athens: Tipothito