

COURSE OUTLINE

1. GENERAL INFORMATION

LECTURER	Eleni Katsarou		
SEMESTER (fall/spring)	fall		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	undergraduate		
COURSE CODE	KPA002	SEMESTER OF STUDIES (1-8)	3 rd onwards
COURSE TITLE	Teaching Methodology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
		3	5
COURSE CLASSIFICATION	Lecture		
COURSE TYPE	Obligatory course		
TEACHING COMPETENCE COURSE	YES		
PREREQUISITES	-----		
TEACHING AND EXAMINATION LANGUAGE	Greek		
AVAILABLE FOR ERASMUS STUDENTS	Yes. Co-operation with the professor in English. Erasmus students will have the opportunity to write an essay or final exams in English		
COURSE URL			

2. LEARNING OUTCOMES

It is expected that the students –at the end of the course- will:

- a) comprehend the changing educational theories during time and the construction of specific educational theories within specific historical, political and socio-ideological contexts,
- b) understand complex concepts like interdisciplinarity, multiculturalism, reconceptualization, instruction, teaching and learning.
- c) be familiarized with three basic epistemological paradigms in Instruction: positivism, constructivism and critical approach to education.
- d) be able to make connections between theory and practice.

COURSE OBJECTIVES

The course aims at the understanding –on behalf of the students- of basic concepts that concern Curricula and Instruction, at students' acquaintance with relevant theories and at the development of their skill to recontextualise these theories in various educational situations. More specifically, models of Curriculum Design and Development and models of Teaching Planning are presented. Students try to identify items of basic epistemological paradigms (positivistic-behaviouristic, constructivistic and critical paradigms) in the models presented.

3. COURSE CONTENT

- Definitions of basic terms, like Teaching, Learning, Instruction, Curriculum, etc. –
- Teaching according to positivism (theory and practice)
- Teaching according to constructivism (theory and practice)
- Teaching according to critical pedagogical theory (examples)
- Models of curriculum design: The objectives based model in curriculum design – some examples, the process model in curriculum development – some examples
- School textbooks as factors and as products of social processes – textbooks functions.
- The hidden curriculum in the Greek educational / school system
- Students' assessment based on the positivist model
- Students' assessment based on the pluralistic model /alternative ways of students' assessment
- The interdisciplinary approach in teaching: what is it and how is it implemented in the Greek educational system.
- Teaching in groups of students
- Teaching through projects.
- The use of arts in teaching (drama playing, e.t.c)
- New technologies in teaching: some examples

4. TEACHING AND ASSESSMENT METHODS

TEACHING METHOD	Lecture
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The lectures are recorded and uploaded in the digital platform of the University: elearn.uoc.gr		
COURSE STRUCTURE	ACTIVITIES	SEMESTER WORKLOAD	
	Lectures	35	
	Study	90	
	TOTAL		125
ASSESSMENT METHOD	Through written exams at the end of the semester. The students are assessed on the basis of implicit criteria known to students and uploaded at the platform e-learn.uoc.gr (at the page of the specific course)		

5. RECOMMENDED READING

Most recommended reading is in Greek, but we also give:

Aronowitz, S. & Giroux, H. A. (1991). *Postmodern Education*, Mineapolis, London: University of Minnessota Press.

Boomer, G., N. Lester, C. Onore, and J. Cook, eds. (1992). *Negotiating the curriculum, educational for the 21st century*. London: The Falmer Press.

Doll, W.E. (1993). *A Post-modern Perspective on Curriculum*, New York: Teachers College Press.

Goodson, I. (1994). *Studying Curriculum*, New York: Teachers College Press.

Jackson, P. (Ed.), *Handbook of research on curriculum*, New York: McMillan.

Kelly, A.V. (1999). *The Curriculum. Theory and Practice* (4th edition). London: Paul Chapman.

Kliebard, H. (1995). The Tyler rationale revisited, *Journal of Curriculum Studies*, 27, 1 81-88.

Norris, N. (2008). *Curriculum and the teacher. 35 years of the Cambridge Journal of Education*, Abingdon: Routledge.

Papastephanou, M. & Koutselini, M. (2006). Reason, language and education: philosophical assumptions for new curricular orientations, *Pedagogy, Culture & Society*, 14 (2), 149 – 169.

Pinar, W.F., Reynolds, W.M., Slattery, P. & Taubman, P.M. (1995). *Understanding*

Curriculum: an Introduction to the Study of Historical and Contemporary Curriculum Discourses. New York: Peter Lang.

Pinar, W. F. (Ed.) (2003). *International Handbook of Curriculum Research*, Mahwah, NJ & London: Lawrence Erlbaum Associates Publishers.

Popkewitz, Th. (2009). Curriculum study, curriculum history, curriculum theory: the reason of reason, *Journal of Curriculum Studies*, 41, 3, 301-319.

Schon, D. (1983). *The Reflective Practitioner. How Professionals Think in Action.* NY: Basic Books.

Skilbeck M. (1989). *Introduction to SBCD Resource and Materials*, Armidale: University of New England.

Slattery, P. (1995). *Curriculum Development in the Postmodern Era*, New York & London: Garland Publishing.