COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SCIENCES		
DEPARTMENT	DEPARTMENT OF CHEMISTRY		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	PEDN102	**SEMESTER**	1st Semester
COURSE TITLE	Introduction to Contemporary Pedagogical Approaches		

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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	3
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*	Specialised background / specialization
PREREQUISITES:	None
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://chem.duth.gr/courses/%ce%b3%ce%b1%ce%bb%ce%bb%ce%b9%ce%ba%ce%ac-%ce%b9/

(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.

At the end of the course, the student is able to:

- recognise theoretical models in the science of pedagogy and their relation to contemporary educational reality;
- analyse the socio-cultural dimensions of education and their connection with educational policy and pedagogical approaches;
- distinguish the characteristics of inclusive and intercultural education and identify tools for their implementation;
- relate learning to the socio-emotional development of students;
- identify the role of the teacher in holistic education and development;
- recognise the impact of global challenges (climate change, social inequality) on pedagogical work.

General Skills

Name the desirable general skills upon successful completion of the module

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

Learning outcomes

The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.
He/She is able to:

- draw on the theoretical principles of didactics in order to respond to the requirements of the course "Didactics of Chemistry";
- demonstrate social and ethical sensitivity on pedagogical issues;
- consult sources and cross-check them;
- promote the notions of social and educational justice.

More specifically, the content of the course promotes the following competences:

- Search for, analysis and synthesis of data and information, using the necessary technologies;
- Working in an interdisciplinary environment;
- Project planning and management;
- Respect for diversity and multiculturalism;
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues;
- Exercise of criticism and self-criticism;
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

1. Education as a social and cultural phenomenon: institutional and ideological framework.

2. Historical development of Pedagogy: From Rousseau to Vygotsky.

3. Learning theories and teaching approaches.

4. Education and society: critical pedagogy, education for democracy.

5. Intercultural education: theory and applications in multicultural environments.

6. Introduction to Inclusive Education: Universal Design for Learning (UDL) and principles of inclusion.

7. Educational policies in national and European contexts.

8. Education for Sustainability and the SDGs: connection with global challenges.

9. Education in the Natural Sciences in early school years: approach to holistic development and pedagogy of play.

10. Education of migrants and refugees: policies, reception classes, cultural elements.

11. Socially vulnerable groups: equality, access and learning justice.

12. Reflection and professional identity of the teacher.

13. Future trends: digital identities, blended learning environments, globalisation.

(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*	Use of ICT in teaching and in communication with students: • digital slides; • videos; • MsTeams / e-class, webmail.
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.*	**Activity** / **Workload/semester** Lectures: 39 Assignment writing: 10 Bibliographic research & analysis: 10 Final examination: 2 Mid-term test: 1 Students' study hours: 13 Total: 75
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*	Final (cumulative) written evaluation with multiple-choice or short-answer questions in Greek. Samples of the questions are provided during the last class of the semester. Final grade = 30% × assignment grade + 20% × mid-term test grade + 50% × final examination grade.* *Participation in the final examination is compulsory for all students in order for a grade to be announced. The written individual or group assignment (up to 5 students) is optional and is prepared extensively during the course of the semester.

(5) SUGGESTED BIBLIOGRAPHY

- Cronin, C., & MacLaren, I. (2018). Conceptualising OEP: A review of theoretical and empirical literature in open educational practices. Open Praxis, 10(2), 127–143.
- Kassatakis, M., & Flouris, G. (2003). Σύγχρονες παιδαγωγικές προσεγγίσεις [Contemporary pedagogical approaches]. Athens: Ellinika Grammata.
- Vasala, E. (2010). Διαπολιτισμική εκπαίδευση: Θεωρία και πράξη [Intercultural education: Theory and practice]. Athens: Papazisis.
- Matsagouras, H. (2006). Σύγχρονες διδακτικές προσεγγίσεις: Από τη θεωρία στην πράξη [Contemporary teaching approaches: From theory to practice]. Athens: Grigoris.
- Kouloumparitsi, F. (2009). Παιδαγωγική και εκπαίδευση: Θεωρητικές και πρακτικές προσεγγίσεις [Pedagogy and education: Theoretical and practical approaches]. Athens: Papazisis.

- Fragkouli, E. (2011). Εκπαίδευση και παιδαγωγική: Σύγχρονες τάσεις και προοπτικές [Education and pedagogy: Contemporary trends and prospects]. Athens: Typothito.