

COURSE OUTLINE

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GLOF 125	SEMESTER	all
COURSE TITLE	Teaching Methodology		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	-		
MODE OF TEACHING in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)	In person 100%		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Elearn https://elearn.uoc.gr		

(1) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Here's the English version:

Course Description

The aim of the course is to introduce students to the theory and practice of Teaching Methodology. During the course, students are introduced to the subject of teaching methodology theory and become familiar with the basic concepts of the main pedagogical-didactic currents in the field. In addition, they come into contact with contemporary teaching methods.

The course seeks to bridge theory with practice, equipping future educators with the methodological tools and skills necessary to apply contemporary teaching strategies that lead to democratic, fair, and equitable education for all.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- know and explain the basic concepts of pedagogical currents such as Behaviorism/Traditional Teacher-Centered Pedagogy, Cognitive and Social Constructivism, Critical Pedagogy, Democratic Education, Anti-Authoritarian Education/Anti-Authoritarian School, among others.
- know the teaching methods developed over time and discuss the advantages and disadvantages of their application in the contemporary school.
- draw on the theoretical concepts of the teaching currents and be able to compose a teaching methodology through the combination of multiple teaching strategies.
- develop classroom organization and management strategies to promote students' critical and creative thinking.
- select and combine appropriate methods of educational assessment of student performance to ensure the quality of teaching.
- critically evaluate teaching practice and school policy through participatory feedback processes (focus groups).

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues

<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

- Autonomous work
- Teamwork
- Adaptation to new situations
- Decision-making
- Exercise of criticism and self-criticism
- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues

(2) SYLLABUS

Introduction to the theory of Teaching Methodology ○ Behaviorism, Traditional Teacher-Centered Pedagogy ○ Cognitive and Social Constructivism ○ Critical Pedagogy ○ Democratic/Dialectical Education ○ Inclusive Education ○ Alternative Pedagogical Methods (Montessori, etc.) ○ Anti-Authoritarian Education/Anti-Authoritarian School Contemporary teaching methods ○ Discovery learning ○ Differentiated instruction ○ Cooperative learning ○ Project-based / problem-based learning ○ Experiential learning ○ Interdisciplinary or cross-curricular teaching
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Strategies for classroom organization and management

Strategies for evaluating teaching practice and student performance

To connect theory and practice, students will be exposed to examples of everyday educational reality.

(3) TEACHING and LEARNING METHODS - EVALUATION

MODE OF TEACHING Face-to-face, Distance learning, etc.	Face to face instruction
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Students have the opportunity to communicate with the instructor during scheduled office hours, as well as via electronic means outside of these specific hours.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.	Throughout the duration of the course, students participate in focus groups on a weekly basis. Additionally, they participate in online platform groups aimed at exchanging views and reflections regarding the course.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching , use of electronic platform to facilitate students

Use of ICT in teaching, laboratory education, communication with students			
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Any means of internet access (private or public)		
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The plagiarism policy of the Department of Philology can be found here: https://www.philology.uoc.gr/uploads/GUIDINGPRINCIPLES-OF-ETHICS-AND-PROFESSIONALCONDUCT-OF-THE-DEPARTMENT-OFPHILOLOGY.pdf		
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	The use of Artificial Intelligence is allowed only with the permission of the instructor		
TEACHING METHODS <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>	Activity	Semester workload	
	Lecturers	3X 13= 39	
	Independent Study and literature review	83	
	Written examination	3	
	Course total (25 workload hours per credit unit)	125	

STUDENT PERFORMANCE EVALUATION	
<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>	Written final examination (100% of the final grade) which includes: • verification of knowledge assimilation/consolidation • critical synthesis of information • application/transfer of taught knowledge to new data/scenarios

(4) ATTACHED BIBLIOGRAPHY

Greek Bibliography

- **Jacobsen, D. A., Eggen, P., & Kauchak, D.** (2011). *Μέθοδοι διδασκαλίας: Ενίσχυση της μάθησης των παιδιών από το νηπιαγωγείο έως το λύκειο* (Κ. Δημουλάς, Μετάφρ.). Διάδραση. (Κωδικός Ευδόξου: 12508119)
- **Joyce, B., Weil, M., & Calhoun, E.** (2024). *Μοντέλα διδασκαλίας* (10η έκδ., Κ. Κασιμάτη, Επιμ. Ν. Κουβαράκου, Μετάφρ.). Εκδόσεις Τζιόλα. (Κωδικός Ευδόξου: 143552044)
- **Κασιμάτη, Α.** (2008). *Εισαγωγή στη διδακτική μεθοδολογία – Μεθοδολογία εκπαιδευτικής έρευνας*. Α.Σ.ΠΑΙ.Τ.Ε.
- **Ματσαγγούρας, Η. Γ.** (2006). *Θεωρία και πράξη της διδασκαλίας: Στρατηγικές διδασκαλίας* (Τόμ. 2). Gutenberg. (Κωδικός Ευδόξου: 37943)
- **Φρυδάκη, Ε.** (2009). *Η διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης*. Κριτική. (Κωδικός Ευδόξου: 11520)

English Bibliography

- **Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R.** (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay Company.
- **Cruikshank, D. R., Jenkins, D. B., & Metcalf, K. K.** (2012). *The act of teaching* (6th ed.). McGraw-Hill.
- **Glasser, W.** (1998). *Choice theory in the classroom*. HarperPerennial.
- **Joyce, B., Weil, M., & Calhoun, E.** (2015). *Models of teaching* (9th ed.). Pearson.

- **Richmond, A. S., Boysen, G. A., & Gurung, R. A. R. (2016).** *An evidence-based guide to college and university teaching: Developing the model teacher.* Routledge.