

Course Outline: “7113 - Modern Pedagogical Trends”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	7113	SEMESTER	7th
COURSE TITLE	Modern Pedagogical Trends		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits			
	Lectures	2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		2	3
COURSE TYPE	Scientific Expertise, General Knowledge		
<i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>			
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> <i>Guidelines for writing Learning Outcomes</i> 			
<p>The course “Modern Pedagogical Trends” aims to acquaint students with basic concepts of the Sciences of Education, as well as the profession of teacher. Its aim is to acquaint students with the theoretical directions of modern pedagogical approaches in order to understand the educational process as a creative process of interaction between teacher and students.</p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Have understood basic concepts of the Sciences of Education • To be able to compare and critically evaluate traditional and modern pedagogical approaches • Have been concerned about the role of the modern teacher 			
<p>General Competences</p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance 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 by the use of appropriate technologies,</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Individual/Independent work</i> <i>Group/Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Introduction of innovative research</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Environmental awareness</i> <i>Social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Development of free, creative and inductive thinking</i> <i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i> </td> </tr> </table>		<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Individual/Independent work</i> <i>Group/Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Introduction of innovative research</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Environmental awareness</i> <i>Social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Development of free, creative and inductive thinking</i> <i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
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- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Individual work
- Group work
- Critical thinking
- Respect for diversity and multiculturalism
- Social, professional and ethical responsibility and sensitivity to gender issues

3. COURSE CONTENT

- Learning & Teaching as procedures, teaching principles, formal, non-formal, informal learning
- Curricula
- Learning theories and teaching practice, Creativity and critical thinking
- Traditional teaching VS modern pedagogical approaches, experiential, participatory, exploratory learning & problem-solving learning
- Didactic design: formulation of objectives
- Didactic design: teaching methods and techniques
- Didactic design: evaluation
- Alternative approaches and methods: Collaborative teaching and learning
- Alternative approaches and methods: The project method
- Alternative approaches and methods: Differentiated teaching
- ICT in education
- The role of the teacher in modern pedagogical approaches. Personal theories and beliefs of educators
- Metacognition, the “mistake” and its exploitation
- Co-education and vulnerable social groups

4. TEACHING METHODS - ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	Use of the electronic platform e-class. Learning process support through	
<p>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	Activity/Method	Semester workload
	Lectures	50
	Independent study	25
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work,</i></p>	<p>Final written exam (100%) including:</p> <ul style="list-style-type: none"> • Multiple choice questions 	
	Total	75

<p><i>essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	
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5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

- Ανδρούσου, Α., & Τσάφος, Β. (επιμ.) (2021). *Επιστήμες της εκπαίδευσης*. Αθήνα: Gutenberg.
- Burtlett, S., & Burton, D. (2019). *Εισαγωγή στις επιστήμες της εκπαίδευσης*. Αθήνα: Gutenberg.

-Related Scientific Journals:

Educational Sciences

Pedagogical Inspection

Preschool and school education