

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	Faculty of Social, Political and Economic Sciences		
<b>DEPARTMENT</b>	Social Work		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>Γ11-2019</b>	<b>SEMESTER</b>	<b>C</b>
<b>COURSE TITLE</b>	Social Pedagogy and Socio-Cultural Empowerment		
<b>TEACHING ACTIVITIES</b> <i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>	3	5	
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek (English for ERASMUS students)		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	Yes		
<b>URL COURSE:</b>			

### 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.*

Upon successful completion of the course students will:

- Have been acquainted with the areas of interest of social pedagogy and socio-cultural empowerment, as well as their historical background and development in Europe
- Know how these areas of interest relate to Social Work
- Have familiarized themselves with the methodology and application of social pedagogy and socio-cultural empowerment practices to Social Work and SW counselling, education and lifelong learning.
- Acknowledge and be able to critically reflect on 'cross discrimination and racism-sexism', social exclusion, gender, and diversity (ex. disabled minority women, learning difficulties and issues of family violence etc)
- Have been acquainted with group-centred learning and social work interventions in prevention of discrimination and inclusion of diversity through practices of social pedagogy and socio-cultural empowerment and lifelong learning.
- Have familiarized themselves with role playing with the use of new technologies
- Have familiarized themselves with critical reflection
- Embrace creativity and create models of reflection and focusing on strong points in group centred interventions of socio-cultural empowerment

### General Skills

*Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?*

*Search, analysis and synthesis of data and information, using the necessary technologies*

*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 thinking*

1. Research, analysis and synthesis of data and information with the use of ICT
2. Adapting to new circumstances effectively
3. Autonomous work
4. Group work
5. Project design and management
6. Cultivating social, professional, and moral responsibility and sensitivity towards gender issues and diversity
7. Criticise and self-criticise
8. Promoting free, creative, and inductive thinking

**COURSE CONTENT** The course is an introduction to the theory and methodology of Social Pedagogy and Socio- Cultural Empowerment. These two form two distinct branches of Pedagogy that relate to Social Work and their roots can be traced in Central Europe (Germany and France). Social Pedagogy was developed in order to deal with social and financial dead end in Central Europe, particularly in Germany, during 18th century, in a period of sweeping social changes after the massive urbanisation that followed Industrial revolution. Today, as a scientific disciple, Social Pedagogy finds itself in a process of reforming its relationship with General Pedagogy, Humanities and Social Sciences, broadening its field of practice beyond school and formal education into the wider social space, community, and lifelong learning. It aims to develop primarily preventive, still interventive, practices, in the field of education and generally, and it seems to play an important role, in the reformation of educational and social systems, internationally (Μυλωνάκου-Κεκε, 2003).

Course outline:

- Introduction to Social Pedagogy
- Social Pedagogy in Europe – Historical background and development (Germany-France, South Europe, Greece, Italy)
- Social Pedagogy and Socio- Cultural Empowerment in France
- Theoretical scope of Social Pedagogy
- Methodology of Intervention
- Importance of socio-cultural empowerment in social inclusion and the promotion of social justice and children's and women's rights
- Designing projects of socio-cultural empowerment with children, teenagers, and adults
- Research applications in Social Pedagogy
- Role playing and micro teaching of social pedagogy and lifelong learning
- Role playing and model group centred teaching and projects of socio-cultural empowerment through art

### 3. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	Face to face and distance learning	
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<ol style="list-style-type: none"> <li>1. Use of presentation software [Power Point]</li> <li>2. Use of IT and video for micro teaching and role playing</li> <li>3. Support learning through special learning platform (e-class)- weekly uploading of support material.</li> <li>4. Support learning through special teaching platform ( zoom, και skype for business)</li> <li>5. Use of IT to contact students</li> <li>6. Contact students through e-mails, on course's electronic platform</li> </ol>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</i></p>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	30
	Bibliography study and analysis	10
	Essay Writing/Essay presentation	25
	Clinical practice (role playing)	10
	Interactive Teaching	20
	Project/Artistic Work	30
Total	125	
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i></p>	<p>Final examination (written)</p> <p>Criteria specified at the beginning of each semester</p> <p>Erasmus students: Paper 2,000-3,000 words + Written Examination in English (50% of total each )</p>	

#### 4. SUGGESTED BIBLIOGRAPHY

- Μυλωνάκου Κέκε, Ηρώ (2021). Κοινωνική Παιδαγωγική, Θεωρία και Πράξη, Παπαζήσης, Αθήνα.
- Μυλωνάκου Κέκε, Ηρώ (2013). Κοινωνική Παιδαγωγική. Θεωρητικές, Επιστημολογικές και Μεθοδολογικές Διαστάσεις. Διάδραση, Αθήνα.
- Μυλωνάκου –Κέκε , Ηρώ (2009). Συνεργασία Σχολείου Οικογένειας και Κοινότητας, Θεωρητικές Προσεγγίσεις και Πρακτικές Εφαρμογές, Παπαζήσης
- Richelle, J.L Animation et Intervention Sociale Parcours, Formations, Acts du Colloque RIA, 2013

- *Boussion, S ( 2013). Les Educateurs Specialises naissance d' une profession, Presses Universitaire de Rennes*
- Hamalainen, J (2003) The Concept of Social Pedagogy in the field of social work, *Journal of Social Work*, 3(1), 69-80
- Blatchford, P, Kutnik, R, Baines, Ed and Galton, M (2003) Toward a social pedagogy of classroom groupwork, *International Journal of Educational Research*, V. 39, 1-2, 153-172
- Hatton, k (2013) *Social Pedagogy in the UK: Theory and Practice* , Russel House Publishing

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Dr. George Filippidis
<b>Contact details:</b>	<a href="mailto:geofilip@sw.duth.gr">geofilip@sw.duth.gr</a>
<b>Supervisors: (1)</b>	Yes
<b>Evaluation methods: (2)</b>	Final examination (written) or Written paper
<b>Implementation Instructions: (3)</b>	Examination will be held according to the Examination Program announced by the Department. The exam will be held online, through the electronic platform of e-class. Those students who have been enrolled on the course and are aware of long distance education conditions, are allowed to take the examination. On the day and time of the examination, student must connect in groups on the electronic platform of e class, and choose the option <b>Tasks</b> from the column <b>Active tools</b> on the left, where they will find the relevant unit about the course exam. After they read and answer the questions, they will upload their answers on a <b>single</b> word doc, not later than the time provided, by pressing <b>Submit Task</b> and then <b>Choose file</b> . Before they upload the file with their answers, they must save their full name and register number. On their answers they must also write their full name, father's name, semester and register number. Those students who are examined orally, will contact the instructor through personal message.

(1) To be completed with YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

α) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submitting them to the teacher, the grading system, the participation of the assignment in the final grade and every other detail that should be mentioned.

β) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of pronouncing topics, the applications to be used, the necessary technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the way the hyperlink is sent, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the inviolability and reliability of the exam is ensured and every other detail that should be mentioned.

γ) in case of **written examination with distance learning methods**: the instructions for assigning the topics, the way of submitting the answers, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the integrity and reliability of the exam is ensured and every other detail that should be mentioned.

There should be an attached list with the Student Registration Numbers only of the beneficiaries to participate in the examination.