

COURSE OUTLINE

1. GENERAL

SCHOOL	Faculty of Social, Political and Economic Sciences		
DEPARTMENT	SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEMESTER		
Ζ7-2019		7	
COURSE TITLE	SOCIAL SCIENCE EDUCATION		
TEACHING ACTIVITIES <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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	-		
URL COURSE:	-		

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.

By the End of the Course, Students should be able to:

- identify the subject matter and the development of Didactics and Social sciences
- know the basic forms and models of teaching
- be familiar with teaching methods and techniques
- make appropriate use of visual aids and new technologies in teaching
- apply the principles and techniques for assessing students' performance
- understand specific issues related to the teaching of social sciences in schools
- apply the principles and methods of organizing teaching in the social sciences

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

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking
- Equity and Inclusion

3. COURSE CONTENT

1. Didactics as a branch of the educational sciences
2. The social sciences: basic concepts and overview
3. The social sciences in the 21st century
4. Theories of learning
5. Curricula and teaching of social sciences
6. Teaching objectives, taxonomies of teaching objectives
7. Forms and models of teaching
8. Curriculum organization and implementation
9. Teaching strategies and methods
10. The role of visual aids and new technologies in the teaching of social sciences
11. The evaluation of student performance and educational work
12. The teaching of social sciences in education
13. Modern methods and trends in the teaching of social sciences. Teaching applications

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face-to-face and distance learning</p>
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Extensive use of presentation software and other audiovisual media</p>

TEACHING ORGANIZATION	<i>Activity</i>	<i>Workload/semester</i>
<p>The way and methods of teaching are described in detail.</p> <p>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.</p> <p>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.</p>	Lectures	25
	Assignments after the end of each lecture	25
	Participation in guided discussions in the context of the lectures	25
	Participation in guided discussions in the context of the lectures	
	Small individual practice tasks	25
	Independent Study	25
	Total Course (25 hours of workload per credit)	125
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</p>	<p>Final written examination (70%) and Participation in the course (30% assignments etc)</p> <p>The assessment criteria are announced at the beginning of each semester</p>	

5. SUGGESTED BIBLIOGRAPHY

Required Text:

Ματσαγκούρας, Η., 2011 .*Θεωρία και πράξη της Διδασκαλίας: Ενιαίο*. Αθήνα: Gutenberg.

Bibliography and Further Reating:

Βερτσέτης, Α., 2002., *Διδακτική: τ.Α. Γενική*. Διδακτική. Αθήνα.

Βρεττός, Ι. & Καψάλης, Α., 2009. *Αναλυτικά Προγράμματα*. Θεσ/κη: The art of text.

Bloom, B. & Krathwohl, S., 1986. *Ταξινόμια Διδακτικών στόχων*. Αθήνα: Κώδικας.

Braun, J. A., Fernlund, P. & White, C. S., 1998. *Technology Tools in the Social Studies Curriculum*. Wilsonville, OR : Franklin, Beedle & Associates, Inc.

Cuban, L. & Shaver, J., 1991. *Handbook of research on social studies teaching and learning*. New York: Macmillan.

Δασκαλάκης, Δ. (επιμ.), 2016. *Οι κοινωνικές επιστήμες και η υφιστάμενη κρίση*. Αθήνα: εκδόσεις Παπαζήση.

Δαφέρμος, Μ., Σαματάς, Μ., Κουκουριτάκης, Μ. & Χιωτάκης, Σ. (επιμ.), 2011. *Οι κοινωνικές επιστήμες στον 21ο αιώνα*. Αθήνα: Πεδίο.

Davis, E. C., Goldsmid, C., A. & Perry, W., 1979. *Teaching sociology: An annotated bibliography*. Washington: ASA Teaching Resources Center.

Κασσωτάκης, Μ., 2013. *Μάθηση και διδασκαλία*. Αθήνα : Εκδόσεις Γρηγόρη.

Καψάλης, Α. & Νημά, Ε., 2012. *Σύγχρονη Διδασκαλία*. Θεσ/κη: Αφοί Κυριακίδη.

Κουζέλης, Γ., 2005. *Ενάντια στα φαινόμενα: Για μια προσέγγιση της διδακτικής των Κοινωνικών Επιστημών*. Αθήνα: Νήσος.

Κουζέλης, Γ., 1992. *Από τον Βιοματικό στον Επιστημονικό Κόσμο: Ζητήματα Κοινωνικής Αναπαραγωγικής της Γνώσης*. Αθήνα: Εκδόσεις Κριτική.

Κανάκης, Ι., 1990. *Η Σωκρατική Διδακτική Διδασκαλίας-Μάθησης*. Αθήνα: Γρηγόρης.

Κοσσυβάκη, Φ., 2003. *Εναλλακτική Διδακτική: προτάσεις για τη μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου*. Αθήνα : Gutenberg.

Larson, B. E. & Keiper, T. A., 2011. *Instructional strategies for middle and secondary social studies: Methods, assessment, and classroom management*. N.York/London: Routledge.

Li, T. C., 2000. *Social science reference sources: a practical guide*. Westport, CT: Greenwood Publishing Group.

- Μανωλάς, Ε., 2001. *Διδασκαλία και μάθηση της Κοινωνιολογικής θεωρίας για το φυσικό περιβάλλον*. Αθήνα:Τυπωθήτω-Δαρδανός.
- Martorella, P.H., 1996. *Teaching social studies in middle and secondary schools*. Englewood Cliffs, NJ: Prentice Hall.
- Ματσαγγούρας, Η., 2002. *Θεωρία της Διδασκαλίας: Η προσωπική Θεωρία ως Πλαίσιο Στοχαστικοκριτικής Ανάλυσης*. Αθήνα:Gutenberg.
- Νικολάου, Γ., 2011.*Διαπολιτισμική Διδακτική*. Αθήνα: Πεδίο.
- Ogle, D., Klemp, R. M. & McBride, B. ,2007. *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. Alexandria, Virginia:ASCD.
- Parsons,J.& Mariah Schroder,M. ,2015.*Tools for Teaching Social Studies: A How-to Handbook of Useful Ideas and Practical Solutions*.Edmonton: Duval House.
- Πετρουλάκης,N.B.,1992.*Προγράμματα, Εκπαιδευτικοί Στόχοι, Μεθοδολογία*. Αθήνα: Γρηγόρη.
- Πυργιωτάκης,Γ. & Θεοφιλίδης,Χ. (επιμ) (2016). *Εκπαιδευτική μεθοδολογία στις κοινωνικές επιστήμες και την εκπαίδευσης*. Αθήνα: Πεδίο.
- Singer, A.J. ,1997.*Social studies for secondary schools*. Mahwah,NJ: Lawrence Erlbaum Associates
- Τάτσης, Ν., 1994. *Η διδασκαλία της Κοινωνιολογικής Θεωρίας*. Αθήνα: Gutenberg.
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- Zevin, J.,2013. *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*.London: Routledge.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Nikolaos Tsergas
Contact details:	ntsergas@sw.duth.gr
Supervisors: (1)	
Evaluation methods: (2)	Final written examination and assignments
Implementation Instructions: (3)	

(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.