

## COURSE OUTLINE

### 1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Didactics Methodology: structural elements of teaching			
COURSE CODE	ΠΕ0303	SEMESTER	3
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Compulsory	COURSE TYPE	General background and general knowledge
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	
OFFERED TO ERASMUS	YES	ECLASS PAGE	<a href="https://eclass.uth.gr/courses/PRE_U_134/">https://eclass.uth.gr/courses/PRE_U_134/</a>

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
Upon successful completion of the course, students are expected to: Recognize, understand, and identify the characteristics of contemporary pedagogical and didactic concepts. Clarify conceptually the key contemporary terms and principles that govern Didactics. Recognize the contents of learning, the methods, and the techniques of the teaching process, analyze and critically comment on them. Can formulate learning objectives. Know and clearly identify and explain the organization of the learning process in the classroom and the implementation through distinct phases. Distinguish the roles of the teacher and the pupils and how these are shaped by the use of appropriate teaching techniques, tools, and materials. Know, organize, and reorganize the teaching time and the pedagogical climate of the classroom at a theoretical level of teaching design. Analyze critically the classroom management based on theoretical models of discipline control in the classroom. Recognize the importance of creating a suitable learning environment in contemporary learning milieu.
<b>General Competencies</b>
Data and information search, analysis and synthesis, using IT as needed Adaptability to new situations Decision-making Teamwork Respect for diversity and multiculturalism Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical and self-critical thinking Advancement of free, creative and inductive thinking

### 3. CONTENT

The content of this course consists of two cycles. During teaching the First Cycle, the following are studied: The conceptual definition of the subject of Didactics. Dimensions of teaching. The goals/objectives of teaching. Models of teaching and learning objectives and outcomes.
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<p>Learning contents (concept and organization of learning contents – curricula).</p> <p>Levels to organize and design teaching.</p> <p>Methods and techniques of teaching.</p> <p>The organization of the learning process in the classroom.</p> <p>Carrying out teaching (teaching phases).</p> <p>Lesson plans.</p> <p>Differentiated instruction.</p> <p>The role of the teacher during instruction and teaching skills.</p> <p>Teaching tools and materials.</p> <p>The pedagogy of space, worksheets.</p> <p>The management of teaching time.</p> <p>Pedagogical climate and discipline control in the classroom.</p> <p>During teaching in the Second Cycle, the following are studied:</p> <p>Integrated curriculum.</p> <p>Cross-curricular and interdisciplinary approaches.</p> <p>Project-based learning.</p> <p>Elements of group-centered teaching and learning.</p>
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#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show / specialized software / ... Laboratory Training: use of computer / ... Communication: Webmail / eClass / MSteams / ...		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Laboratory exercise		10
	Literature study & analysis		25
	Study		36
	Examination		2
	Course total		112
EVALUATION			
	Type	Format	Weighting
	Final written exam	Multiple Choice Questions Short Answer Questions	80%
	Final oral examination		0%
	Intermediate written examination (mid-term)	Multiple Choice Questions	20%
Description of other evaluation method / Evaluation criteria:			

#### 5. RECOMMENDED BIBLIOGRAPHY

<b>Core textbooks (available through the Eudoxus service)</b>
Καλδή, Σ. & Κόνσολας, Μ. (2016). Διδακτική μέθοδος project και διαθεματικότητα: Θεωρία, έρευνα και πράξη. Εκδόσεις Γρηγόρη. Τριλιανός, Α. (2013). Μεθοδολογία της διδασκαλίας. Διάδραση.
<b>Other books / Notes</b>
Δημητριάδου, Κ. (2015). Νέοι Προσανατολισμοί της Διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις του 21ου αιώνα. Gutenberg. Κασσωτάκης, Μ. & Φλουρής, Γ. (2006). Μάθηση και Διδασκαλία. Θεωρία, Πράξη και Αξιολόγηση της Διδασκαλίας (τόμος Β'). Αυτοέκδοση. Ματσαγγούρας, Η. (2005). Στρατηγικές Διδασκαλίας: Η Κριτική Σκέψη στη Διδακτική Πράξη. Gutenberg. Ματσαγγούρας, Η. (2005). Θεωρία και Πράξη της Διδασκαλίας: Η σχολική τάξη. Γρηγόρης.

Τριλιανός, Α. (2000). Μεθοδολογία της Σύγχρονης Διδασκαλίας (τόμος Α' και Β'). Αυτοέκδοση.

**Scientific journals**

**Scientific articles**

**Other**