

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Education, Democracy, Citizenship			
COURSE CODE	ΠΕ1302	SEMESTER	3, 5, 7
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_106/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> Have an understanding of the concepts of political socialization and citizenship Know and critically present the basic theoretical approaches to citizenship Understand the importance of political learning from the perspective of contemporary social challenges and problems Be able to analyse the possibilities and limits of civic learning in primary school from the perspective of theories of the moral development of the child (e.g. Kohlberg) Be able to analyse the pedagogical-teaching practices of the school (and) as practices of direct or indirect political socialisation of pupils Be familiar with and critically analyse the contents of the curriculum and textbooks of the Social and Political Education course Be familiar with and make didactic use of the 'Philosophy with Children' method in social and civic education To be able to make didactic use of important topical social issues and challenges in order to enhance students' capacity for moral judgement To be able to take initiatives to develop the school as a democratic community
General Competencies
<p>Data and information search, analysis and synthesis, using IT as needed</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Critical and self-critical thinking</p> <p>Advancement of free, creative and inductive thinking</p>

3. CONTENT

<p>Socialization and political socialization: Basic Conceptualizations</p> <p>School and political socialization: Formal discourse and formal practices</p> <p>School and political socialization: The effects of the hidden curriculum</p> <p>The concept of citizenship in contemporary scientific discourse (communitarianism, liberalism)</p> <p>Ethical development of the child: Possibilities and limits of political learning in primary school</p> <p>Civic education in the Greek school: findings on the presence of Social and Civic Education in the curricula</p> <p>Civic education in the current Curricula: a critical analysis of the learning objectives</p> <p>The curriculum of Social and Civic Education: Themes, concepts and objectives</p> <p>The 'Philosophy with Children' curriculum: theoretical features and examples of applications from the international field.</p>
--

The educational dimension of museum websites (content of websites, interpretative options, communication possibilities, learning in a digital environment

Museums and their visitors: audience surveys and evaluation programmes.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person								
USE OF ICT	Teaching and learning: Slide show Laboratory Training: use of computer / ... Communication: Webmail / eClass / MSteams								
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:							
TEACHING ORGANIZATION	Activity		Semester Workload (hours)						
	Lectures		39						
	Essay writing		26						
	Study		26						
	Examination		2						
	Course total		93						
EVALUATION	<table><tr><td>Type</td><td>Format</td><td>Weighting</td></tr><tr><td>Written assignment / report / performance / portfolio</td><td></td><td>100%</td></tr></table>			Type	Format	Weighting	Written assignment / report / performance / portfolio		100%
	Type	Format	Weighting						
	Written assignment / report / performance / portfolio		100%						
	Description of other evaluation method / Evaluation criteria:								
	Students are asked to describe a plan for teaching a basic concept of citizenship based on the Philosophizing with Children curriculum.								
The main criteria for evaluating written responses are:									
The ability to critically select and use appropriate theoretical tools/concepts									
The ability to document the answers in a clear and coherent manner									
The ability to formulate answers that focus precisely on the content of the questions									
The quality and structure of the written text.									

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Καρακατσάνη, Δ. (2004). Εκπαίδευση και πολιτική διαπαιδαγώγηση. Αθήνα: Μεταίχμιο.
Κοντογιώργης, Γ. (2003). Πολίτης και Πόλις. Αθήνα: Παπαζήσης.
Other books / Notes
Θεοδωροπούλου, Ε. (Επιμ.) (2013). Φιλοσοφία, φιλοσοφία είσαι εδώ; Κάνοντας φιλοσοφία με τα παιδιά. Αθήνα: Διάδρασις.
Καρακατσάνη, Δ. (2008). Ενεργός Πολίτης και Εκπαίδευση. Αθήνα: Παπαζήσης.
Scientific journals
Scientific articles
Other