COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SECTION	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDY	UNDERGRADUATE

COURSE TITLE			
Visual Literacy and Multimodality			
COURSE CODE	ΠΕ1303	**SEMESTER**	4, 6, 8
HOURS per WEEK	3	**ECTS**	4
COURSE CATEGORY	Elective	**COURSE TYPE**	General background Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	**PREREQUISITES**	-
OFFERED TO ERASMUS	NO	**ECLASS PAGE**	https://eclass.uth.gr/courses//

2. LEARNING OUTCOMES

Learning Outcomes

In relation to the subject area of Visual Literacy and Multimodality, upon successful completion of the course, students are expected to:

- be able to relate the Theory of Multiliteracies to pedagogy
- conceptually define multimodality and visual literacy
- know and apply methods of teaching approaches that make use of multimodality and visual literacy
- recognise and apply multimodality and visual literacy to achieve differentiated learning objectives and special educational needs
- design multimodal and visual teaching materials
- create teaching micro-scenarios using multimodality and visual literacy
- use digital technology in the context of multimodality and visual literacy.

Regarding knowledge:

- students will study the theories related to language teaching, and will be familiar with methodology and methodological approaches to language teaching. At the same time, they should be familiar with multilingual pedagogy and ways of using visual literacy and multimodality in teaching.

Regarding skills level:

- students should creatively participate in building their knowledge, actively using the theoretical background of the course in application activities such as lesson plans, creation of teaching materials and activities in the context of multimodality and visual literacy. At the same time they develop their social skills through cooperative and teamwork activities.

Regarding attitudes:

- students should feel comfortable with the use of multiple semiotic media with an emphasis on the visual in teaching and to appreciate the possibilities offered by multi-literacies with an emphasis on visual literacy and multimodality in teaching

General Competencies

Data and information search, analysis and synthesis, using IT as needed

Autonomous work

Teamwork

Respect for diversity and multiculturalism

Critical and self-critical thinking

Advancement of free, creative and inductive thinking

3. CONTENT

The Pedagogy of Multilingualism.

Multimodality: use of multiple semiotic devices, paralinguistic and extra-linguistic elements of the text.

Didactic use of multimodality and polygraphy.

Visual literacy in contemporary culture and digital technology.

Visual literacy: evaluation and use of visual language.

Digital applications for the use of multimodality and visual literacy in teaching.

Design of teaching materials using multimodality.

Design of teaching materials using visual literacy.

Practical application of multimodality and visual literacy; development of teaching micro-scenarios.

Development of a curriculum for visual literacy.

Possibilities of implementing a visual literacy curriculum.

Visual literacy and differentiated learning.

Visual literacy and pupils with special learning needs.

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
	Study		52
	Examination		3
	Course total		*94*
EVALUATION	*Type*	*Format*	*Weighting*
	Final written exam	Open-Ended Questions Essay Writing	100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the *Eudoxus* service)

Baynham, M. (2002). Πρακτικές γραμματισμού. Αθήνα: Μεταίχμιο.

Κέκια, Αιμ. (2011). Η παιδαγωγική του γραμματισμού με βάση τα κειμενικά είδη. Θεσσαλονίκη: Αφοί Κυριακίδη

Cope, B. & Kalantzis, M. (2000). (Eds) Multiliteracies: Literacy Learning and the Design of Social Futures. London and NY: Routledge.

Γρόσδος, Στ. (2008). «Οπτικός γραμματισμός και πολυτροπικότητα. Ο ρόλος των εικόνων στη γλωσσική διδασκαλία». Στο Βιβλίο Γλώσσας της Β΄ Δημοτικού» ΠΜΣ στις επιστήμες της Αγωγής στο ΑΠΘ.

Δημάση, Μ., Χατζηδήμου,Κ. (2015). Η αξιοποίηση της πολυτροπικότητας στη διδασκαλία των ξένων γλωσσών. Η περίπτωση των εγχειριδίων για τη διδασκαλία της Αγγλικής και της Γαλλικής γλώσσας στην Α΄ Γυμνασίου, στο Κ. Μπίκος, Ε, Ταρατόρη (Επιμ.), Χαριστήριος Τόμος στον Ομότιμο Καθηγητή Δημήτρη Χρ. Χατζηδήμου: Μελετήματα και ερωτήματα της Παιδαγωγικής Επιστήμης. Θεσσαλονίκη: Αφοί Κυριακίδη ΕΚΔΟΣΕΙΣ Α.Ε..

Kress, G. (2010). Multimodality: A Social Semiotic Approach to Contemporary Communication. NY: Routledge.

Other books / Notes

Scientific journals

Δημάση, Μ., Αραβανή, Ε. (2013) Η παιδαγωγική των πολυγραμματισμών στα σχολικά εγχειρίδια της νεοελληνικής γλώσσας του Γυμνασίου: ουτοπία ή πραγματικότητα, MAJESS, 2, 55-64.

Δημητριάδου, Κ. (2007). «Οπτικός γραμματισμός και γλωσσική διδασκαλία: Μια κριτική ανάγνωση στα νέα εγχειρίδια της Γλώσσας για την Α΄ Δημοτικού». Σύγχρονη Εκπαίδευση, τ. 148: 72-80

Scientific articles

Other