

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
School Theory - Formal, Non-Formal, and Informal Types of Education			
COURSE CODE	ΠΕ1307	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	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_185/

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is to familiarize students with basic issues of school theory, to acquire a synthetic picture of the school institution and the criticism leveled against it, to learn theoretically and practically the individual dimensions of the All-Day School, as well as non-formal and informal forms of education that are directly or indirectly related to the concept of all-day education.</p> <p>In this spirit, special emphasis is placed on the problem of homework and its treatment both at the level of formal education (assignment, correction of assignments by the teacher), as well as in the family context and in forms of non-formal education (private lessons, Study Centers, etc.).</p>
General Competencies
<p>Data and information search, analysis and synthesis, using IT as needed</p> <p>Decision-making</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Work in interdisciplinary contexts</p> <p>Respect for diversity and multiculturalism</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</p> <p>Critical and self-critical thinking</p> <p>Advancement of free, creative and inductive thinking</p>

3. CONTENT

<p>The school as a social institution: origin and historical review.</p> <p>Functions of the school.</p> <p>Criticism of the school institution: antinomies and contradictions.</p> <p>Innovations in the school: necessity, importance, resistance of teachers.</p> <p>All-day education: Historical overview in Greece and Europe, social networks, local government, non-profit educational organizations.</p> <p>Pedagogical and sociological foundation of the all-day school.</p> <p>Types and models of all-day education and all-day schools in Europe.</p> <p>Pilot all-day schools and optional all-day schools in Greece: institutional framework.</p> <p>Teaching and pedagogical innovations in the all-day school.</p> <p>The importance of spatial arrangements.</p> <p>The role of the teacher.</p> <p>Linking formal and informal, school and out-of-school learning: All-day education, Opening of the school, Community education, School social networks.</p> <p>The issue of studying and preparing for the next day's lessons ("homework").</p> <p>Assignment and correction of homework by the teacher.</p>
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The role of parents in relation to homework.
 Ways of helping students and addressing related problems.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Supporting teaching and learning through the e-learning platform (eclass), displaying ppt presentations, viewing videos, using mobile phones to answer questions posted on the MsForms platform, communication via webmail, eclass.		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		20
	Essay writing		20
	Study		20
	Examination		3
	Course total		102
EVALUATION			
	Type	Format	Weigthing
	Final written exam		100%
Description of other evaluation method / Evaluation criteria:			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Θωίδης, Ι. & Χανιωτάκης, Ν. (2015). Ολοήμερο Σχολείο. Παιδαγωγικές και Κοινωνικές Διαστάσεις. Θεσσαλονίκη: Αφοί Κυριακίδη.
Χανιωτάκης, Ν. (2023). Κατ' οίκον εργασίες και εκπαιδευτικός. Αθήνα: Gutenberg.
Other books / Notes
Κωνσταντίνου, Χ. (2015). Το Καλό Σχολείο, ο Ικανός Εκπαιδευτικός και η Κατάλληλη Αγωγή ως Εκπαιδευτική Θεωρία και Πράξη.
Θωίδης, Ι. & Χανιωτάκης, Ν. (2023). Τι έχουμε για αύριο; Κατ' οίκον εργασίες και γονείς. Αθήνα: Gutenberg
Ξωχέλλης, Π. (2010). Παιδαγωγική και Εκπαίδευση σήμερα: Επίμαχα ζητήματα, καίρια προβλήματα, προτεινόμενες λύσεις. Θεσσαλονίκη: Αφοί Κυριακίδη.
Φρυδάκη, Ε. (2015). Η επαγγελματική ταυτότητα του εκπαιδευτικού και το μέλλον της διδασκαλίας. Αθήνα: Κριτική.
Παντελιάδου, Σ., & Φιλιππάτου, Δ. (Επιμ.) (2013). Διαφοροποιημένη διδασκαλία. Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές. Αθήνα: Πεδίο.
Scientific journals
Παιδαγωγική Επιθεώρηση
Επιστήμες Αγωγής
Έρευνα στην Εκπαίδευση
Νέος Παιδαγωγός Online
Scientific articles
Mayer, J. E. (2007). Creating a safe and welcoming school. Δημιουργώντας ένα ασφαλές και φιλόξενο σχολείο. Μετφρ. Π. Κλιάπης. International Academy of Education, International Bureau of Education – IBE UNESCO, Educational Practices Series – No 16.
Other