

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Geography and Teaching Methods			
COURSE CODE	ΠΕ1318	SEMESTER	4, 6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	General background & Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_311/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> deepen their understanding of geography and its teaching in primary schools observe, understand and interpret changes and phenomena in space and the world take account of current developments in the world in order to relate the world to school, geography and its teaching make use of a variety of teaching approaches and methodologies in the teaching of geography become familiar with and make use of curricula for the teaching of geography use all the knowledge and skills acquired for a more effective teaching of geography at school, including elements of human geography and social geography.
General Competencies
<p>Data and information search, analysis and synthesis, using IT as needed</p> <p>Autonomous work</p> <p>Work in interdisciplinary contexts</p> <p>Respect for diversity and multiculturalism</p> <p>Respect for natural environment</p> <p>Advancement of free, creative and inductive thinking</p>

3. CONTENT

<p>The aim of the course is to explore the relationship between geography and education and, in particular, the approach of geography as a teaching subject in Primary Education. The focus of the course is on issues of geography and its teaching in primary schools, taking into account current developments in the world.</p> <p>During the course, a variety of teaching approaches and educational methodologies that can also be used in the teaching of Geography, such as educational commons and the Sociocratic Circular Method, are reviewed.</p> <p>Students become familiar in multiple ways with both basic elements of geography theory in schools and contemporary teaching practices.</p> <p>Throughout the course, students are asked to present their ideas for teaching geography issues and organize them into teaching scenarios.</p> <p>Experiential practices occupy an important role during the course as students are inspired by personal and local examples to connect the world with school, geography and its teaching.</p> <p>Group activities and mapping also serve to share knowledge and experience by creating common ground with the collaborative group practices of the school geography course.</p> <p>features, languages, religions.</p>
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At the end of the course students will be able to use all the acquired knowledge and skills for a more meaningful understanding and teaching of Geography in school, including, in particular, elements of Anthropogeography and Social Geography.

Introduction to the Science of Geography & modern teaching approaches and educational methodologies: the educational commons and the Sociocratic Circular Method.

People & Space, Anthropogeography, Social Geography. Teaching Geography in Primary School.

Maps, cartography & their importance in Geography. Types of maps & scale. Curriculum and development of teaching scenarios.

Mental representations and their importance in Geography. Group mapping activity.

Psychogeographical walk in the city. Cities & places: their significance. Development of teaching scenarios on cities & places in Greece.

Europe: Introduction to its history, and its anthropogeography. Cultural features, languages, religions. Movements and migrations of populations.

Europe: the European Union and current affairs today, European elections. Development of teaching scenarios on complex geographical issues of current affairs.

Environmental educational activities in schools: Presentation of organisations' actions & discussion with students.

Planet Earth, key issues. Earth as a place where people live: diversity, inclusion and shared worlds.

The earth as a place where people live: relevance and connection between geography and politics, geopolitics, social sciences, environmental sciences, etc. Development of teaching scenarios dealing with interdisciplinary issues.

Synthesis of acquired knowledge and skills in understanding the contribution of geography as a science and its teaching in primary schools. Presentation and sharing of final activities. Feedback

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Study visits		9
	Literature study & analysis		20
	Study		30
	Examination		2
	Course total		100
EVALUATION	Type	Format	Weighing
	Final written exam	Open-Ended Questions Essay Development	100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Κατσίκης Α. (2005). Διδακτική της γεωγραφίας. Αθήνα: Τυπωθήτω
Γαλάνη, Α., Ρόκκα, Α. (2016). Η Διδασκαλία της Γεωγραφίας με τη Βοήθεια του Ηλεκτρονικού Υπολογιστή. Αθήνα: Gutenberg.
Λαμπρινός, Ν. (2009). Σχετικά με τη Διδασκαλία της Γεωγραφίας στο σχολείο. Αθήνα: γράφημα.
Other books / Notes
Scientific journals
Scientific articles
Βουτσινά, Α, Κέκκερης, Γ. & Κοσμίδης, Ι. (2012). "Βιντεομαθήματα: Μία διδακτική παρέμβαση στη Γεωγραφία." Συνέδρια της Ελληνικής Επιστημονικής Ένωσης Τεχνολογιών Πληροφορίας & Επικοινωνιών στην Εκπαίδευση, σσ.543-550.
Γαλάνη, Α. & Ρόκκα, Α. (2008). "Φτιάχνοντας γρίφους για την Ελλάδα: μια διδακτική προσέγγιση σχολικής ύλης της Γεωγραφίας της Ε' δημοτικού με τη χρήση διαδραστικών χαρτών." Σύγχρονη Εκπαίδευση: Τρίμηνη Επιθεώρηση Εκπαιδευτικών Θεμάτων 155, σσ. 168-176.

Κουτσόπουλος, Κ. & Κλωνάρη, Α. (2002). "Μαθαίνοντας γεωγραφία μέσα από τους χάρτες= Learning geography through maps." Πανελλήνια και Διεθνή Γεωγραφικά Συνέδρια, Συλλογή Πρακτικών 1, σσ.543-548.

Μίχα, Ε. (2017). "ΣΥΝΟΜΙΛΩΝΤΑΣ ΜΕ ΤΑ ΠΑΙΔΙΑ «ΓΙΑ ΤΟ ΧΩΡΟ»: Η ΣΥΜΒΟΛΗ ΤΟΥ ΕΡΓΟΥ ΤΗΣ DOREEN MASSEY ΣΤΗΝ ΠΡΩΤΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ." Γεωγραφίες, σσ.45-48.

Osorio, M. & Shread, C. (2021). Sociocracy in schools: a research by wondering school. Holistic Education Review 1.2 <https://her.journals.publicknowledgeproject.org/index.php/her/article/view/1455>

Σωτηριάδου, Β. (1999). "Νέες προοπτικές για τη διδακτική της γεωγραφίας με τη χρήση εκπαιδευτικού λογισμικού με πολυμέσα." Πανελλήνια και Διεθνή Γεωγραφικά Συνέδρια, Συλλογή Πρακτικών, σσ. 650-658.

Τσουκαλά, Κ. (2006). "Η Γεωγραφία και η Αντίληψη του Τόπου." Παλαιότερες και Σύγχρονες Εκδοχές. Στο Ε. Συγκολίτου (Επιμ.), Περιβαλλοντική Ψυχολογία: Σύγχρονες Τάσεις στον Ελλαδικό Χώρο. Θεσσαλονίκη: Κυριακίδης, σσ. 17-41.

Wilder, H. (2022). Does Sociocracy Support Student Voice? Student Perceptions of a Student Council Using Sociocracy in a Public School. Holistic Education Review 2(2). <https://her.journals.publicknowledgeproject.org/index.php/her/article/view/2307>

Other

<http://ebooks.edu.gr/ebooks/>