

COURSE OUTLINE

1. GENERAL

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Social Pedagogy: Critical Approaches and Applications			
COURSE CODE	ΠΕ1319	SEMESTER	4, 6, 8
HOURES per WEEK	3	ECTS	4
COURSE CATEGORY	Optional	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_312/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> Deeply understand the concepts of social pedagogy and their application in daily practice. Recognize the interdisciplinary character of social pedagogy. Recognize the multifaceted role of the social pedagogue and take initiatives beyond the boundaries of the classroom. Critically approach structural constraints in school education and their potential as active agents. Apply theoretical concepts and tools in their future professional life to promote inclusion in the school community. Utilize relevant literature to design interventions and make use of all available resources at the local or other levels to address socio-pedagogical issues. Use relevant literature to develop research tools for exploring the needs of students and their families. Recognize the importance of the pedagogical climate of the school and classroom in addressing socio-pedagogical issues and take actions to improve it. Propose, evaluate, and critically approach socio-pedagogical seminars and interventions implemented in the school environment.
General Competencies
<ul style="list-style-type: none"> Data and information search, analysis and synthesis, using IT as needed Decision-making Autonomous work Teamwork Work in interdisciplinary contexts Production of novel scientific ideas 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

<ul style="list-style-type: none"> Basic concepts of social pedagogy. Social pedagogue in different socio-educational contexts. Bronfenbrenner's Ecological System Theory. Factors shaping and forms of parental involvement in school education. The concept of trust and the utilization of social capital to enhance school-family-community collaboration.

Recognition relationships between school and family from a socio-pedagogical perspective.

The role of teachers, students, and parents in shaping the pedagogical climate of the school and classroom.

Research tools for exploring the needs of students and their families.

Presentation and analysis of socio-pedagogical issues and techniques for managing them.

Development of relationships of respect within the school community.

Programs and activities of organizations with a socio-pedagogical orientation.

Student presentations.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

HOW TO TEACH	In person		
USE OF ICT	Teaching and learning: Use of digital resources and teaching aids. Use of eClass platform for uploading materials and communicating with students, Communication: Webmail / Eclass / MStems.		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		31
	Essay writing		30
	Total Course		100
EVALUATION	Type	Format	Weighting
	Written assignment		100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks
Mylonakou-Keke, I. (2021). <i>Social Pedagogy</i> . Papazisis (in Greek).
Mylonakou-Keke, I. (2019) <i>School, family and community</i> . Armos (in Greek)
Other Books & Notes
Kaltsouni-Nova, Ch. (Ed.) (2004). <i>Texts on the Sociology of Marriage and Family</i> . Typothito-Dardanos (in Greek)
Ziliaskopoulou, D. Collaboration between school and family: Practices for enhancing communication and addressing challenges. In: E. Katsarou & M. Liakopoulou (Eds.), <i>Issues of teaching and education in the multicultural school</i> (pp. 491–510). Ministry of Education and Religious Affairs (in Greek).
The course presentations (e-class platform).
Scientific journals
Scientific articles
Anderberg, M. (2020). In search of a social pedagogical profession in schools. Missions and roles under reconsideration. <i>International Journal of Social Pedagogy</i> , 9(1): 1. DOI: https://doi.org/10.14324/111.444.ijsp.2020.v9.x.001 .
Kontogianni, D., & Oikonomidis, V. (2014). Parental involvement of immigrants from the perspective of kindergarten teachers. <i>Research in Education</i> , 2, 117–144. https://doi.org/10.12681/hjre.8838 (in Greek)
Kyriacou, C. (2009). The five dimensions of social pedagogy within schools. <i>Pastoral care in Education</i> , 27(2), 101-108.
Moss, P. & Petrie, P. (2019). Education and social pedagogy: What relationship? <i>London Review of Education</i> , 17 (3), 393–405. DOI https://doi.org/10.18546/LRE.17.3.13
Brouzos, A. (2002). Collaboration between school and family: Problems and possibilities for its development. <i>Scientific Annual of the Department of Primary Education</i> , 15, 97–135 (in Greek)
Other
Social Pedagogy Development Network https://www.thempra.org.uk/spdn/
Social Pedagogy Professional Association https://sppa-uk.org/
Active websites of various socio-pedagogical programs and structures are provided to students during the lessons.