

COURSE OUTLINE

1. GENERAL

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Critical Pedagogy			
COURSE CODE	ΠΕ1320	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_304/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: Understand the basic theoretical principles of critical pedagogy. Reconsider their role in light of critical pedagogy. Apply the knowledge they acquired in the field of critical analysis of policies and practices that are presented as politically and socio-culturally neutral. Critically address the role of the state in shaping educational policy and pedagogical relations. Recognize the construction of dominant discourses and their implications in everyday practice. Analyze data and policies and promote reflection on social and educational issues, proposing solutions at a local or national level. Critically approach the content of school knowledge. Design actions and utilize theoretical concepts and tools in their future professional lives for the formation of critical social subjects.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Decision-making Autonomous work Teamwork 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

Introduction to critical pedagogy. The foundations of critical pedagogy. The critical paradigm and the autonomy of the subject. The educational system as an institution: Roles, contradictions, and conflicts. The pedagogy of the oppressed. The “banking” concept of education. The critical educator.

Freinet pedagogy.
 The evaluation of schools in light of critical pedagogy.
 Power and resistance in education.
 Teachers as intellectual and the role of the state and hegemony in school education.
 Neoliberalism in education and critical pedagogy.
 Presentation and analysis of case studies.

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 / MStteams.		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		15
	Essay writing		15
	Study		30
	Examination		2
	Total Course		101
EVALUATION	Type	Format	Weighting
	Final written exam	Multiple Choice Questions Open-Ended Questions	80%
	Written assignment / report / petition / portfolio		20%
Description of other evaluation method / Evaluation criteria:			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks
Gounari, P. & Grollios, G. (Eds.) (2010). <i>Critical Pedagogy</i> . Gutenberg (in Greek)
Nikolakaki, M. (Ed.) (2011). <i>Critical Pedagogy in the New Middle Ages</i> . Sideri (in Greek)
Other Books & Notes
Freire, P. (1977). <i>Pedagogy of the Oppressed</i> . Kritiki (in Greek)
Freire, P. (2009). <i>Ten Letters to Those Who Dare to Teach</i> . Epikentro (in Greek)
The course presentations (e-class platform).
Scientific journals
Scientific Articles
Nelson, N. & Chen, J. (2023). Freire's problem-posing model: critical pedagogy and young learners. <i>ELT Journal</i> , 77 (2), 132–144, https://doi.org/10.1093/elt/ccac017
Other
Depending on the needs of each teaching unit and the interests of the students during the semester, supplementary bibliography is recommended.