

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Philosophy of Education			
COURSE CODE	ΦΣ1308	SEMESTER	6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_326

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students to fundamental questions concerning the nature and content of the educational and learning process. The pedagogical process, understood as a unity of education in knowledge and cultivation in values, rests essentially on ontological, epistemological, and evaluative (ethical and political) assumptions, that is, on beliefs concerning human beings and the world that play a constitutive role in the field itself. In this way, the pedagogical process is directly intertwined with some of the most fundamental problems of philosophy. Upon successful completion of the course, students will be able to: - understand and explain the close relationship between philosophical conceptions and pedagogical methods; - understand the ways in which ontological, epistemological, ethical, and anthropological assumptions shape pedagogical thought; - reflect critically on pedagogical practices and identify their underlying philosophical presuppositions.
General Competencies
Critical and self-critical reflection Development of creative and critical thinking Development of analytical and synthetic abilities Development of the ability to simplify complex meanings for use in teaching

3. CONTENT

Within the framework of the course, we will examine the ways in which different pedagogical traditions have approached the question of education, while also drawing on the thought of major philosophers in order to clarify key philosophical concepts and arguments. An analysis of the often implicit theoretical background underlying pedagogical views, together with a critical examination of the certainties that frequently accompany them, can strengthen educators' critical and reflective stance, enabling them to become not merely transmitters of a particular framework of knowledge and values, but also conscious agents of that framework and, where appropriate, its critical reformers.
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4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching: Lectures supported by PowerPoint presentations Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Study		59
	Examination		2

	Course total	100	
EVALUATION			
	Type	Format	Weighting
	Final written exam	Short Answer Questions	100%

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Κουμάκης Χ. Γ. 2007. <i>Θεωρία και φιλοσοφία της παιδείας</i> , Αθήνα: Τυπωθήτω/Δαρδανός Καραφύλλης Γ. 2007. <i>Η φιλοσοφία της παιδείας. Γνωσιολογικά και ηθικά ζητήματα</i> , Θεσσαλονίκη: Βάνιας Καρακατσάνης Π. 2015. <i>Φιλοσοφία της παιδείας</i> , Αθήνα: Gutenberg Καραβάκου Β. 2009. <i>Δοκίμια στην εγελιανή φιλοσοφία της παιδείας</i> , Αθήνα: Gutenberg
Other books / Notes
Κοζιάτσας Γ. 2026. Παιδαγωγικά ζητήματα στο έργο του Πλάτωνα – Σημειώσεις από τις παραδόσεις του μαθήματος Κόντος Π., Θέματα φιλοσοφίας της παιδείας Δήμας Π. 2000. Η φιλοσοφία του Πλάτωνα, στο: Βιρβιδάκης et al., <i>Η ελληνική φιλοσοφία από την αρχαιότητα έως τον 20ο αιώνα</i> , Πάτρα: ΕΑΠ Δελικωνσταντής Κ. 2005. <i>Η παιδαγωγική του Καντ</i> , Θεσσαλονίκη: εκδ. Αφοι Κυριακίδη Πρελορέντζος Γ. 2000. Ελευθερία και καταναγκασμός στη φιλοσοφία του Καντ, <i>Αξιολογικά</i> 13 Νίτσε Φρ. 2006. <i>Μαθήματα για την παιδεία</i> , μτφρ. Ν.Μ. Σκουτερόπουλος, Αθήνα: Printa
Scientific journals
Scientific articles
Other
Lecture presentations (eclass)