COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Sociology Department		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EKPK 251	**SEMESTER**	6th / 8th
COURSE TITLE	Educational Action Research		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	specialised general knowledge
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3320

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to familiarize students with educational action research. Upon the completion of the course the students will be able to:

1. Distinguish between educational research and education action research
2. Understand the epistemological basis of action research
3. Be aware of the different streams of educational action research during 20th and 21th century
4. Understand the basic methodological principles of educational action research
5. Be aware of the different ways of collecting and analyzing data in educational action research
6. Be aware of the importance of educational action research to the improvement of pedagogical practices and the development of curriculum.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Working independently

Team work

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

In the course we will explore the following topics:

1. The positivistic orientation of educational research
2. The educational action research as an overcoming of the gap between educational theory and pedagogical practice
3. Donald Schoen: The Reflective practitioner
4. Lawrence Stenhouse: Educational Action research and development of curriculum
5. The critical educational action research
6. The different roles in an educational action research
7. Collection and analysis of data in educational action research

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face lectures,
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Power point,** **e-learning platform supporting face-to-face lectures**

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.	Lectures	60
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,	Interactive Teaching	15
tutorials, placements, clinical practice, art workshop, interactive teaching, educational	Essay writings (optional)	30
visits, project, essay writing, artistic creativity, etc.	Study and analysis of bibliography	20
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Course total	**125**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam which includes short-answer questions open-ended questions. Writing Essay (optional) Language of evaluation: Greek

(5) ATTACHED BIBLIOGRAPHY

Αυγητίδου, Σ. (2014). Οι εκπαιδευτικοί ως ερευνητές και ως στοχαζόμενοι επαγγελματίες. Υποστηρίζοντας την επαγγελματική μάθηση για μια συμμετοχική και συνεργατική εκπαίδευση. Gutenberg

Αυγητίδου, Σ. (2011). "Η αξιοποίηση των ημερολογίων στην εκπαιδευτική έρευνα-δράση: προϋποθέσεις και διαδικασίες». Action Researcher in Education, 2, 29-48.

Carr & Kemmis (1997), Για μια κριτική εκπαιδευτική θεωρία: εκπαίδευση, γνώση και έρευνα δράσης. Αθήνα: Κώδικας.

Κατσαρού, Ελ., (2016), Εκπαιδευτική έρευνα-δράση. Κριτική

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Elliot, J. (1991). Action research for educational change. Open University Press

Herber Altrichter, Peter Posch, Bridget Somekh (2008). Teachers investigate their work: an introduction to action research across the professions, Routledge

Noffke, S. (1995). Educational action research. Becoming practically critical. Teachers College

Press.
Noffke, S. & Somekh, B. (2009) The SAGE handbook of educational action research.
Schön, D. (1983). The Reflective Practitioner. Basic Books
Stenhouse L. (1975). An Introduction to Curriculum Research and Development. Heinemann
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