

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΔΙΑΚ 205	SEMESTER	(from) 5th
COURSE TITLE	Teaching Sociology		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>		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 <i>general background, special background, specialised general knowledge, skills development</i>	Specialised		
PREREQUISITE COURSES:	Not required		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	e-learn		

(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

After completing the course, students will be able to:

- Recognize basic theoretical frameworks that concern teaching in general and specifically the teaching of Sociology in secondary education.
- Understand the multiple and complex factors that influence teaching practice.
- Refer to the ways of organizing learning process in a classroom, as well as managing teaching time.
- Understand the role of a teacher during teaching.
- Analyze and critically manage the multiple factors that shape the educational reality.
- Select and apply methodologies and educational practices, aiming at the cognitive, social, cultural and emotional development of students.
- Recognize the critical characteristics of teacher's professional identity through processes of critical investigation and reflection on teaching practice.
- Develop mechanisms for transforming sociological knowledge into a teaching subject.
- Utilize examples of Social Sciences in teaching.
- Design a teaching for the Sociology course in secondary education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

Adapting to new situations
 Working independently
 Team work
 Working in an interdisciplinary environment
 Project planning and management
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

The analysis of the theory and practice of teaching the subject of Sociology with emphasis in the context of secondary education.

Thematic units:

- Old Didactics and New Education. The old didactics.
- Basic concepts of didactics.
- Design and organization of teaching.
- The course of teaching.
- The method of teaching with groups of students.
- Methods and strategies of teaching sociology.
- Use of educational material and criteria.
- Evaluation of teaching results.
- Classroom management.
- The transformation of sociological knowledge into a teaching subject.
- Utilization of examples of Social Sciences in teaching.
- Design of teaching specifically for Sociology.
- Teaching exercises

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Yes	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. 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	Activity	Semester workload (in hours)
	Lectures	40%
	Homework besides final assessment (readings)	50%
	paper	10%
	Course total	100%
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.	Written, in the Greek language, through the formulation of short-answer questions and/or essay development questions, which concern and cover topics taught during lectures.	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:
Giavrimis, Panagiotis. <i>Introduction to Teaching Design in Sociology. A model of a transformative teaching-pedagogical approach</i>. Athens: Gutenberg, 2020. Fischer, Lorenzo, <i>Sociology of the school</i>, translated by Maria Spyridopoulou. Athens: Metaichmio, 2006. Kanakis, Ioannis. <i>The organization of teaching-learning with working groups</i>. Theoretical foundation and practical application. Athens: Typothito, 2001. Kosmopoulos, Alexandros. <i>Relational dynamic pedagogy of the person</i>. Athens: Grigoris, 2010. Kossivaki, Fotini. <i>Critical communicative teaching. Critical approach to teaching practice</i>. Athens: Gutenberg, 1998. Kossivaki, Fotini. <i>Alternative Didactics. Proposals for the transition from Object Didactics to Active Subject Didactics</i>. Athens: Gutenberg, 2003. Kouzelis, Gerasimos. <i>From the experiential to the scientific world. Issues of social reproduction of knowledge</i>. Athens: Kritiki, 1991.

Matsagouras, Elias G. *Theory and practice of teaching (second volume). Teaching strategies. Critical thinking in teaching practice*. Athens: Gutenberg, 2007.

Matsagouras, Elias. *From technocratic to interpretive and critical school pedagogy*. Athens: Gutenberg, 2019.

Michalopoulou-Veikou, Christina. *The teaching of Sociology in Secondary Education. Theoretical problems and teaching schemes*. Athens: Nea Paideia, 1985.

Bagakis, George ed. *The teacher and the curriculum*. Athens: Metaichmio, 2004.

Bikos, Konstantinos G. *Interaction and social relations in the school classroom*. Athens: Hellenic Letters, 2004.

Tatsis, Nikolaos. *The teaching of sociological theory*. Athens: Gutenberg, 1986.

Whitty, Geoff. *Sociology and school knowledge: Theory, research and policy of the curriculum*, translated by Erofylis Politopoulos. Thessaloniki: Epikentro, 2007.

Related academic journals:

Didactic Journal of Sociology and Anthropology (DJSA)