CRITICAL "READING" OF THE TEACHING OF PHILOLOGICAL COURSES IN EDUCATION

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COURSE OUTLINE

1. GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY
LEVEL OF STUDIES	GRADUATE
COURSE CODE	ΠΑΙΔ001 **SEMESTER** 2nd
COURSE TITLE	Critical "reading" of the teaching of philological courses in education

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	10
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*	Skills development
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Modern Greek, by adapting the language of teaching)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course students should be able to:

Delve into the critical parameters and structures of teaching philology courses in education, through experiential applications.

To adequately understand the different approaches to teaching the cognitive content of philology courses, developing corresponding teaching skills.

To become familiar with the didactic design and the application of didactic techniques for approaching philological texts

To manage sources of texts of the Classical letters based on the transformational approach.

To understand the content of the social meaning of the philological lessons.

General Competences

Search, analysis and synthesis of data and information relevant to the teaching of philological courses, using new technologies. Autonomous work for the production of new research ideas regarding the teaching of philology courses. Teaching in small working groups. Design and management of didactic applications on philology courses. Respect for the diversity of perceptions

regarding the teaching of philology courses. Demonstration of social, professional and ethical responsibility and sensitivity in the exercise of teaching work. Development of criticism and self-criticism. Promotion of free and creative thinking, regarding the perception of teaching and the development of similar teaching applications.

3. SYLLABUS

The course has a laboratory nature and aims for the students to acquire teaching abilities and skills, which will be useful to them in the critical investigation of structural dimensions of the teaching of philology courses in education and in overcoming the adversities of teaching in an organized, methodical and documented way, seeking and utilizing alternative teaching approaches. In the context of the course, postgraduate students focus on the functionality of the individual dimensions of teaching and, at the same time, practice with the technique of Microteaching in the application of these dimensions by themselves in simulated teaching situations.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	• Face-to-face. • Asynchronous distance learning through the electronic platform ecourse. • Synchronous distance learning through the electronic platform Microsoft Teams, when required.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Support of the learning process through the electronic platform ecourse. (Uploading of lecture notes and other course material) • Use of ICT in teaching (PowerPoint presentations) • Communication with students via e-mail. • Posting of announcements on the electronic platform ecourse.	
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,*	*Activity*	*Semester workload*
	Lectures in interaction with students	39
	Weekly Non-directed Study	39
	Independent Study of Secondary Literature	72
	Final Essay	100

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*	**Course total (25 hours per credit)**	**250 (10 ECTS)**
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.*	A final essay written in Modern Greek on a subject relevant to the content and objectives of the course. The essay's evaluation criteria are thoroughly explained during the course and their essays are returned to students with corrections and grades. The language of assessment is Greek and the assessment method is the submission of four (4) course assignments of a similar length and content, in which emphasis will be placed on the development of alternative didactic teaching techniques for philology courses.	

5. ATTACHED BIBLIOGRAPHY

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