

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>477</b>	<b>SEMESTER</b>	<b>5<sup>th</sup></b>
<b>COURSE TITLE</b>	Sociology Teaching		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background/ Compulsory Elective		
<b>PREREQUISITE COURSES:</b>	Sociology of Education		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes, through assignments		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2017-477-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2017-477-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>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</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																			
<p>By the end of the semester, it is expected that students:</p> <ol style="list-style-type: none"> <li>1. Have a proven knowledge and understanding of the major theoretical approaches and the basic concepts of Sociology teaching.</li> <li>2. Use the knowledge and understanding gained to progressively introduce themselves to the methods and practices of Sociology Teaching.</li> <li>3. Have the ability to assemble and formulate a scenario for a teaching hour in a Sociology course</li> </ol>																			
<p><b>General Competences</b>  <i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;">.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>	<i>Decision-making</i>	.....
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*Working independently*  
*Team work*  
*Production of free, creative and inductive thinking*

**(3) SYLLABUS**

**Content outline (13 weeks):**

This course aims to contribute to the instructional design of a sociology course. During the course, the main dimensions and concepts of the learning framework are analysed in the light of sociological approaches. Special emphasis is placed on the didactic and pedagogical premises of the learning framework of Sociology and a transformative model of teaching is proposed. This model, through the analyses of social approaches in the school context, supports the creation of a critical citizen, who will have the appropriate methodological and interpretative tools to approach a complex and dynamically changing globalized social reality, in which the risk in the lives of individuals shapes conditions of privileged and non-privileged. The content framework of the sociology course enables the teacher to contribute to students' social analyses and to endow tomorrow's social participants with the characteristics for their active participation in the qualitative upgrading and transformation of society.

The course includes the following topics.

- The concept of teaching.
- The structure of the curriculum and its impact on teaching.
- Design and organization of teaching and learning
- Methods and strategies of teaching sociology
- Use of educational material and criteria
- Design of teaching in sociology
- Presentation and assessment of assignments

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b>	<i>Face-to-face</i>	
<i>Face-to-face, Distance learning, etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<i>Use of ICT in teaching</i>	
<i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b>	<i>Activity</i>	<i>Semester workload</i>
<i>The manner and methods of teaching are described in detail.</i> <i>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.</i>  <i>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</i>	<i>Lectures</i>	39h
	<i>Study and analysis of the bibliography</i>	60h
	<i>Voluntary Assignments</i>	26h
	<i>Exams</i>	55h
	<i>Course total</i>	<b>180</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<i>Language of evaluation: Greek</i>	
<i>Description of the evaluation procedure</i>	<i>Methods of evaluation: Final exams</i>	
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written</i>	<ul style="list-style-type: none"> <li>• Consolidating knowledge</li> <li>• Critical reconstruction of the information</li> <li>• Structure and text organization</li> </ul>	

*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.*

**(5) ATTACHED BIBLIOGRAPHY**

Γιαβρίμης, Π. (2020). Εισαγωγή στον σχεδιασμό της διδασκαλίας στην Κοινωνιολογία Ένα μοντέλο μετασχηματιστικής διδακτικο-παιδαγωγικής προσέγγισης. Αθήνα: Gutenberg. (Προτεινόμενο σύγγραμμα)

Γιαβρίμης, Π. (2015). Κοινωνιολογία: Διδακτικές και κοινωνιολογικές προσεγγίσεις. Gutenberg (Προτεινόμενο σύγγραμμα)

Κοσσυβάκη, Φ.(2003). Εναλλακτική διδακτική: προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου. Αθήνα: Gutenberg.

Ματσαγγούρας, Η.(2002). Θεωρία της Διδασκαλίας. Η προσωπική θεωρία ως πλαίσιο στοχαστικο-κριτικής ανάλυσης. Αθήνα: Gutenberg.

Μιχαλοπούλου – Βεΐκου, Χρ. (1985). Η σημασία του παραδείγματος στη διδασκαλία της κοινωνιολογίας, στο Χ. Μιχαλοπούλου-Βεΐκου (επιμ) Η διδασκαλία της κοινωνιολογίας στη μέση εκπαίδευση (σελ.125-141). Εκδόσεις "Νέας Παιδείας" 7/.

Τάτσης, Ν. (1999). Η διδασκαλία της κοινωνιολογικής θεωρίας. Αθήνα: Gutenberg