

## 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>Z</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
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<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="http://www.soc.aegean.gr/ext-files/pm/pps/2017-477-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-477-en.pdf</a>		

### (2) LEARNING OUTCOMES

<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.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the <i>Qualifications Framework of the European Higher Education Area</i></li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the <i>European Qualifications Framework for Lifelong Learning</i> and Appendix B</li> <li>• Guidelines for writing <i>Learning Outcomes</i></li> </ul>			
The main aim of the course is to provide students with theoretical and practical competence, so that students, as independent learners, will be able to make choices and justify them in connection with planning, preparation, evaluation, and further development of teaching and learning activities.			
<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> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td><td style="vertical-align: top; width: 50%;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>    <i>.....</i>  <i>Others...</i>    <i>.....</i> </td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>
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<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Production of free, creative and inductive thinking</i>			

### (3) SYLLABUS

**Content outline (13 weeks):**

The course includes elements of General Didactics, which refer to the relationship between teacher and student, forms of organization, design, implementation, and evaluation of teaching. A part of the course is the Special Didactics of Sociology, which examines the peculiarities of Sociological science and their impact on teaching.

- 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 Sociology teaching
- Criteria for acquiring, producing, and using various types of educational materials, including information and communication technology (ICT)
- Organisation of the school as a forum for teaching and learning activities
- Internal and external evaluation of teaching and learning activities
- Design applications to Sociology
- Presentations of assignments

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching</i>	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	<i>Lectures</i>	39h
	<i>Study and analysis of bibliography</i>	52h
	<i>Assignments</i>	26h
	<i>Exams</i>	33h
	<i>Course total</i>	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assignments (25% of final Grade) <ul style="list-style-type: none"> <li>• Bibliography consultation</li> <li>• Consolidating knowledge</li> <li>• Critical reconstruction of the information</li> <li>• Structure and organization of work</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

Teacher's notes

*- Related academic journals:*

- Γιαβρίμης, Π. (2015). Κοινωνιολογία: Διδακτικές και κοινωνιολογικές προσεγγίσεις
- Καψάλης Α. & Νήμα Ε. (2008). Σύγχρονη Διδακτική. -Αδελφοί Κυριακίδη Θεσσαλονίκη
- Joyce Br., Weil M., Calhoun Em. (2009). Διδακτική Μεθοδολογία - Διδακτικά Μοντέλα. -Γ. Παρίκος & ΣΙΑ ΕΕ
- DeCesare, M.(2002). The Lesson to be Learned: the Past Troubles and Future Promise of Teaching High School Sociology. Teaching Sociology, Vol.30, N.3, pp.302-316.
- DeCesare, M.(2005). 95 Years of teaching high school Sociology, Teaching Sociology, 33, 236-251.
- Κοσσυβάκη, Φ.(2003). Εναλλακτική διδακτική: προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου. Αθήνα: Gutenberg.
- Κουζέλης, Γ. (1991). Από τον βιωματικό στον επιστημονικό κόσμο. Αθήνα: Κριτική.
- Ματσαγγούρας, Η.(2000). Στρατηγικές Διδασκαλίας. Αθήνα: Gutenberg.
- Ματσαγγούρας, Η.(2002). Θεωρία και πράξη της διδασκαλίας. Η σχολική τάξη ως Χώρος, Ομάδα, Πειθαρχία, Μέθοδος. Αθήνα: Γρηγόρης.
- Ματσαγγούρας, Η.(2002). Θεωρία της Διδασκαλίας. Η προσωπική θεωρία ως πλαίσιο στοχαστικο-κριτικής ανάλυσης. Αθήνα: Gutenberg.
- Ματσαγγούρας, Η.(2002). Η διαθεματικότητα στη σχολική γνώση. Αθήνα: Γρηγόρης.
- Μιχαλοπούλου – Βεϊκου, Χρ. (1985). Η σημασία του παραδείγματος στη διδασκαλία της κοινωνιολογίας, στο Χ. Μιχαλοπούλου-Βεϊκου (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