

**ΟΙΚΟΝΟΜΙΚΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΑΘΗΝΩΝ**



**ATHENS UNIVERSITY
OF ECONOMICS
AND BUSINESS**

**UNDERGRADUATE STUDIES:
Teacher Education Program Curriculum
2018-2019**

ATHENS, SEPTEMBER 2018

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I. INTRODUCTION

Legal framework

The Teacher Education Program of the Athens University of Economics and Business was evaluated and certified in 2013 as an undergraduate curriculum by the Institute for Educational Policy and the Ministry of Education and Religious Affairs. Ministerial Decision no. 39460 / C2 / 21-3-2013 published in the Government Gazette (Government Gazette B' 689 / 26-3-13), states that the Teacher Education Program of the Athens University of Economics and Business fulfills all the necessary scientific and administrative standards and ensures Pedagogical and Teaching Competency (Article 2 (3) (b) of Law 3848/2010).

In particular, according to Law 3848/2010, - Government Gazette 71 / 19-5-2010 Article 2 (3) provides: "Pedagogical and teaching competence is certified:

(B) Having a university degree, whose curriculum ensures the necessary theoretical education and practical training for this purpose and whose graduates have the specific formal qualifications for appointment to primary or secondary education in accordance with the provisions in force. A prerequisite is the existence within the curriculum of the department of teaching subjects that fall within the following thematic areas:

1. Education and pedagogy topics.
2. Learning and teaching topics.
3. Specialized teaching and practical training.

The curriculum is assessed in the framework of the Department's assessment. In order to ensure the pedagogical and teaching competence for this degree, a decision by the Minister of Education and Religious Affairs is issued, after the proposition of the University Senate and the opinion of the Institute of Educational Policy (IEP). The act of authentication shall remain valid and shall not be renewed unless the curriculum on the basis of which the act of authentication has been issued is changed in respect to the pedagogical and teaching competency provided."

II. TEACHING STAFF

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(Member of the School of Information Sciences and Technology, currently performing teaching duties in the Department of Informatics)

B.Sc. in Informatics, Athens University of Economics and Business.

M.Sc. in Information Systems, Athens University of Economics and Business.

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Brinia Vasiliki

Laboratory Teaching Staff, School of Information Sciences and Technology

B.Sc. in Business Administration, Technological Educational Institute of Athens.

B.Sc. in Business Administration, Athens University of Economics and Business.

M.B.A. in Business Administration, Athens University of Economics and Business.

Ph.D. in Education, National and Kapodistrian University of Athens.

Koutrouba Konstantina

Associate Professor at the Department of Home Economics and Ecology at the Harokopio University

Papakonstantinou Georgios

Professor of Management and Economics of Education, National and Capodistrian University of Athens

Sfakianaki Eleni

Assistant Professor, School of Social Sciences of the Hellenic Open University.

Voukelatou Giannoula

Degree in Clinical Psychology (B.Sc.), Panteion University of Social and Political Sciences, M.Sc. Medical School of the University of Ioannina, Ph.D. in Panteion University of Social and Political Sciences.

III. GENERAL INFORMATION

Basic principles of the curriculum

The Program's goal is the cultivation of the psychological and mental potential of the students, in order to shape characters with the necessary emotional and intellectual skills to meet the future challenges in Primary and Secondary Education. Through innovative experiential activities, students develop leadership abilities for education management and for structuring the learning environment in public schools.

The vision of the Program is to train innovative educators and future education managers, who will have the appropriate values, emotional intelligence and leadership skills and who will aim at becoming factors of managerial and educational creativity and innovation in the Greek educational system.

Duration of studies and distribution of courses in semesters

The Teacher Education Program of Athens University of Economics and Business (AUEB) is of an annual duration (2 semesters) and is addressed to senior students (on their 7th and 8th semesters) of all the Departments of AUEB. The distribution of courses in semesters corresponds to the sequence of knowledge obtained in various courses.

Organization of studies

The curriculum consists of two modules:

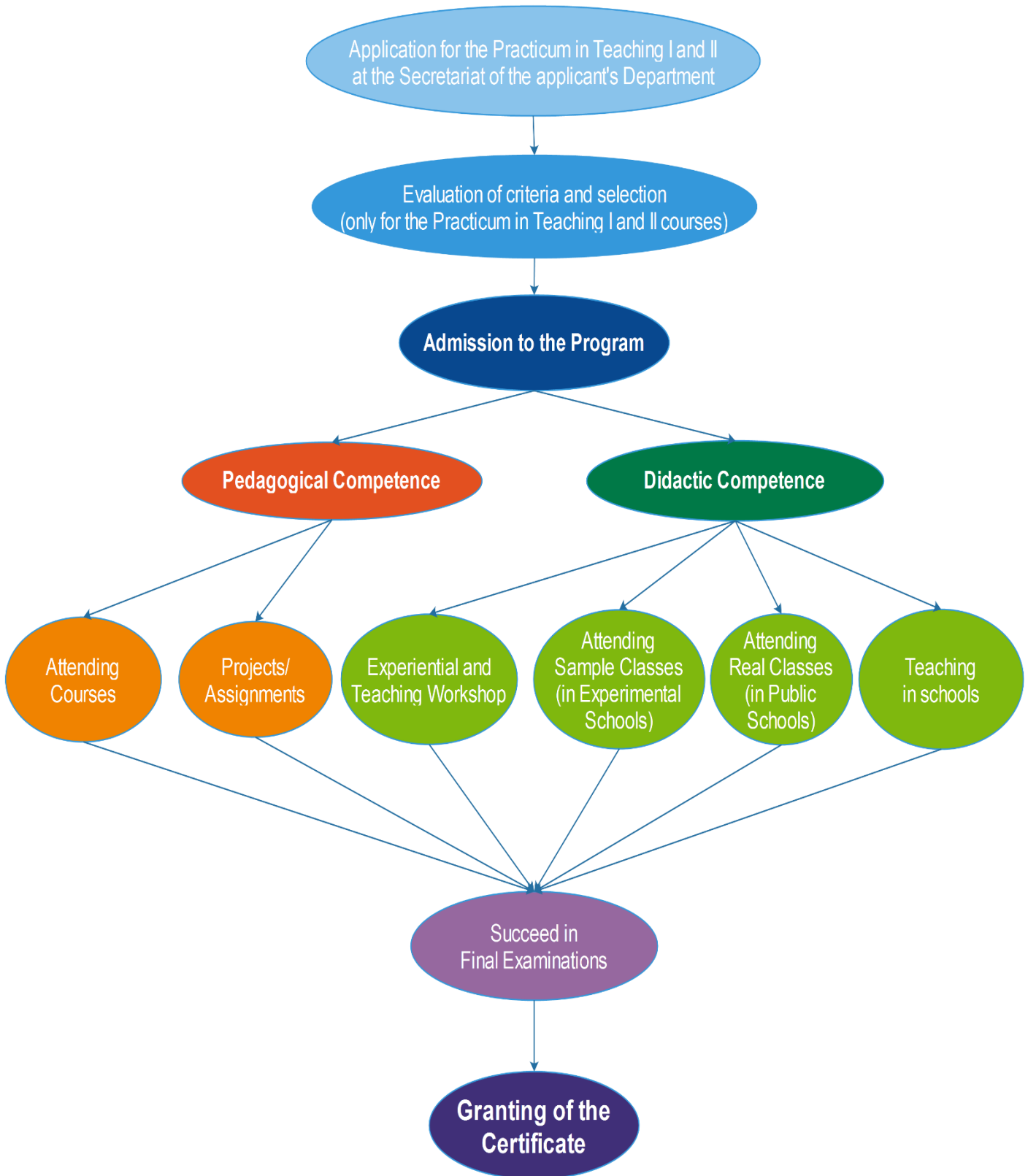
A. Pedagogical competence. It consists of a total of eight (8) courses in Educational Sciences at a weekly two-hour class for each semester.

B. Didactic competence. It consists of the courses "Practicum in Teaching I and II" for the two semesters, which consist of students' teaching activities in real conditions in public school units. Practicum in Teaching I and II aim at putting the theory of teaching into practice through the principles of experiential learning, through demonstrating that teaching is a single, open process, but which needs programming, planning and preparation, initially in a safe and controlled environment (special workshop), and then in real conditions (public high schools).

The student must successfully attend the 10 compulsory courses of the Program that cover the necessary cognitive and practical background of pedagogical and didactic competence.

More information about the courses is listed below. The diagram shows the procedures of the Program leading to the certificate of pedagogical and didactic competence.

IV. DIAGRAM SHOWING THE PROGRAM PROCESSES



V. COURSE OF STUDY

Core Courses (Pedagogical Competence)

PART A-Core Courses (pedagogical competence)

Code	Title	A' Semester (Winter) Hours / week	B' Semester (Spring) Hours / week	Total	ECTS
923074	Introduction to Pedagogical Science	2	-	2	6
923084	General and Developmental Psychology	-	2	2	6
923075	Management of Education & Educational Units	2	-	2	6
923076	Introduction to Teaching Methodology – Analytical Curriculum	2	-	2	6
923078	Educational Assessment	2	-	2	6
923085	Total Quality in Teaching and Education	-	2	2	6
923086	Introduction to Information Technology – Pedagogical Applications in Education	-	2	2	6
Mandatory hours/week for the PEDAGOGICAL COMPETENCE		8	6	14	42

Specialized Didactics (Didactic Competence)

PART B - Specialized Teaching Methodology (didactic competence)

Code	Title	A' Semester (Winter) Hours / week	B' Semester (Spring) Hours / week	Total	ECTS
923087	Specialized Teaching Methodology – Didactics of Economic Courses		2	2	6
923088	Specialized Teaching Methodology – Didactics of Informatics		2	2	6
Mandatory hours / week for the DIDACTIC COMPETENCE			2	2	
923070	Practicum in Teaching I	6 (Theory of Teaching and Experiential Workshop)			6
923080	Practicum in Teaching II		6 (Theory of Teaching and Experiential Workshop)		6
A	Practicum in Teaching activities (Teaching Methodology workshop)	1	1	2	
B	Attending Sample Classes of Teachers' Subject of Specialization (in Exemplary Experimental Schools) / student	3	3	6	
C	Practicum in Teaching (in Public Schools) / student	3	3	6	
D	Attending Real Classes of Teachers' Specialization Subject (in Public Schools)/student	9	6	15	
Teaching sessions / student for the DIDACTIC COMPETENCE		16	13	29	18

Course Enrollment and Examination

In order to attend and be graded in courses, in the beginning of each semester students must complete an online course enrollment, which they must submit to the Department's Electronic Secretariat. Course enrollment is mandatory and must be completed at the dates and times announced by the University at the beginning of each semester. Following their enrollment in courses, students are required to submit an electronic textbook selection form through the EYDOXOS platform. It is stressed that course enrollment and textbook selection are distinct, and one does not substitute the other.

The courses involve 2-hour weekly lectures, spanning 13 weeks. The learning process of each course involves autonomously or in combination several of the most modern teaching methods and educational techniques aimed at actively involving students in developing knowledge (study groups, experiential learning, field research, e-learning, etc.).

The grade in each course is expressed on a scale 0-10, and can include half integers (0.5). Grades above five (5) are a "Pass". The overall Grade Point Average (GPA) upon graduation is calculated as the average grade of the courses that satisfy the conditions for obtaining the degree, as declared by a student at the completion of his studies.

The examination of courses in the winter semester takes place from January to early February. The examination of courses in the spring semester takes place in June. Finally, a second examination for courses of both semesters takes place in September. If a student fails in a course that he enrolled in during the winter or spring semester, they may repeat the examination of the course during the September examination period. Students who have participated in Practicum in Teaching I & II but have not passed the final examination procedure during the examination period of the academic year for which they have been selected and who wish to re-participate in Practicum in Teaching I & II course, are obliged to re-participate in the process the academic year they want to participate in.

VI. COURSE CONTENTS

92-3070 Practicum in Teaching I

Elective Course, 7th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/DET135/>

Course Description

The individual teaching activities of the Practicum in Teaching I (winter semester) system are integrated into a scale of graded difficulty, in two types, the “Internal Practicum in Teaching” (realisation and attending of Micro-teaching - 1 teaching for each student in a peer-group) and the “External Practicum in Teaching” (realisation and attending of Teaching in two public schools and attending Sample Lessons in Exemplary Experimental Schools-3 sample lessons per student per semester). A) "Micro-teaching". B) Sample Teaching in an Exemplary Experimental Lyceum. C) Three normal teaching sessions in two public school units – in General Lyceums or Professional Lyceums. The course also includes, within the framework of its laboratory form and the experiential approach required to achieve its objectives, workshops for educational purposes and experiential workshops for EQ skills.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the value of the preparation, organization and design of the lesson,
- Design appropriate lesson plans according to the available educational tools and material,
- Apply in practice what has been taught at a theoretical level on pedagogical science and didactic methodology,
- Discover the means and methods that are appropriate for satisfying the needs of each particular chapter and each student-audience,
- Efficiently and effectively manage the limited teaching time to cover the required curriculum,
- Manage as a teacher a class of students in a natural and unstrained way,
- Recognize in themselves those elements that characterize a teacher.

Prerequisite Courses

None.

Bibliography

- Brown George (1979), Micro Teaching Programme, Teaching Skills (Education Paperbacks), Routledge
- Brinia Vasiliki: General and specialized teaching methodology of economics (AEI and TEI). Psychopedagogy for the science of economics. Publisher: Stamoulis
- Brinia Vasiliki (2014).Case Studies on Educational Management. Stamoulis
- Hatzidimou Dimitrios: Preparation and lesson plan. Publisher: Kyriakides
- M. Serra Goethals, Rose A. Howard, Marie M. Sanders(2013).Student Teaching: A Process Approach to Reflective Practice: A Guide for Preservice and Inservice Teachers(translated). Da Vinci

Teaching and Learning Activities

Specialized Teaching Methodology workshop - Attending Sample Lessons on Teacher-candidates’ Subject of Specialization (in Exemplary Experimental Schools) - Attending Real Classes on Teacher-candidates’ Subject of Specialization (in Public Schools) – 3 normal teaching sessions in schools (as part of their practicum). In addition, it is mandatory to attend lectures given by well-known professors and experts. The use of experiential learning methods and learner-centered model are the backbone of this course.

Assessment Criteria

The final examination counts for the 50% of the final grade and the learning activities (micro-teaching, attendance of lessons, teaching etc.) count for the remaining 50%. **The attendance of Practicum in Teaching I is compulsory.**

92-3080 Practicum in Teaching II

Elective Course, 8th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/DET154/>

Course Description

The individual teaching activities of the Practicum in Teaching II (spring semester) system are integrated into a scale of graded difficulty, in two types, the “Internal Practicum in Teaching” and the “External Practicum in Teaching”: A) “Preliminary teaching” B) 3 Sample Teaching Sessions in an Exemplary Experimental Lyceum. C) Three teaching sessions in three public school units (as parts of their practicum) – in General Lyceums or Professional Lyceums. The course also includes, within the framework of its laboratory form and the experiential approach required to achieve its objectives, interdisciplinary lectures through international collaborations with foreign universities, workshops for educational purposes, experiential self-knowledge workshops for EQ skills and workshops with the aim of educating the students in an experiential manner on subjects like interpersonal relations at school, bullying etc.

Learning Outcomes

Upon completion of the course, students will be able to:

- Design appropriate lesson plans according to the available educational tools and material,
- Apply in practice what has been taught at a theoretical level on the pedagogical science and the didactic methodology,
- Utilize experiential and cooperative teaching methods during their teaching,
- Utilize Information and Communication Technologies during their teaching, such as the online wikispaces platform and tools offered by the social networking sites,
- Take advantage of the possibilities offered by several forms of art for the accomplishment of an innovative and effective teaching,
- Efficiently and effectively manage the limited teaching time to cover the required curriculum,
- Manage as a teacher a class of students in a natural and unstrained way.

Prerequisite Courses

The students are advised to have successfully completed Practicum in Teaching I.

Bibliography

- Brown George (1979). Micro Teaching Programme, Teaching Skills (Education Paperbacks), Routledge
- Brinia Vasiliki (2006). General and specialized teaching methodology of economics (AEI and TEI). Psychopedagogy for the science of economics. Publisher: Stamoulis
- Brinia Vasiliki (2008). Management and Emotional Intelligence. Stamoulis
- Hatzidimou Dimitrios: Preparation and lesson plan. Publisher: Kyriakides
- Zavlanos Myron (2017). Quality in Teaching, in Learning and in Management. Stamoulis

Teaching and Learning Activities

Specialized Teaching Methodology workshop - Attending Sample Lessons on Teacher-candidates’ Subject of Specialization (in Exemplary Experimental Schools) - Attending Real Classes on Teacher-candidates’ Subject of Specialization (in Public Schools) – 3 normal teaching sessions in schools (as part of their practicum). In addition, it is mandatory to attend lectures given by well-known professors and experts. The use of experiential learning methods and learner-centered model are the backbone of this course.

Assessment Criteria

The final examination counts for the 50% of the final grade and the learning activities (preliminary teaching, attendance of lessons, teaching etc.) count for the remaining 50%. **The attendance of Practicum in Teaching II is compulsory.**

92-3074 Introduction to Pedagogical Science

Elective Course, 7th semester, 6 ECTS units

Instructor: Konstantina Koutrouba

URL: <https://eclass.aueb.gr/courses/MISC174/>

Course Description

The concept and content of pedagogy. The branches of pedagogy. The means and actors of education. The role of the educator. The historic evolution of teaching from antiquity to the 20th century. Pedagogical trends in Europe in modern times. Development of the theories of Piaget, Bruner, Vigotsky. Motivation, discipline, stress, personality. Modern theories of learning. Learning Theories (Pavlov, Skinner, Thorndike, Piaget, Kolb). Interaction and self-action in learning. Levels of cognitive skills and abilities. Basic aspects of education: pedagogical relationship and interaction, educational act and pedagogical relationship, innovative programs in Secondary Education: Environmental Education, Health Education, Consumer Education, Aesthetic Education, Intercultural Education, etc. Bullying, juvenile school delinquency. Discipline and management of the classroom.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand in depth the basic principles and concepts of the pedagogical science,
- Apply the pedagogical principles to their teaching,
- Recognize the different pedagogical approaches that they should apply in each student case,
- Deliver a lesson based on a personalized approach to the students' pedagogical needs,
- Recognize the importance of student-centered approach and self-action in teaching,
- Develop the appropriate pedagogical relationship with students.

Prerequisite Courses

None.

Bibliography

- Cifali Mireille & Imbert Francis (2005), Freud and Pedagogy. Dardanos.
- Kincheloe L. Joe (2008), Knowledge and Critical Pedagogy: An Introduction (Explorations on the Educational Purpose). Springer.
- Hatzidimoy Dimitrios (2010), Introduction to Pedagogical Patterns. Kyriakides.
- Pyrgiotakis Ioannis (2011). Introduction to Pedagogical Science. Pedio.
- Matsangouras Elias (2009). Introduction to Pedagogical Sciences, Alternative Approaches, Teaching Extensions. Gutenberg.

Teaching and Learning Activities

Students must complete two assignments, which are compulsory. These assignments help the students to fully understand and use what they learned during the semester and also develop their critical thinking and reasoning. Both tasks are assigned in teams, not individually. At the end of the semester, random teams present their assignments in the classroom. The main teaching method is the experiential teaching and it is student-centered in order to build the proper students' knowledge. The 1st assignment focuses on the writing of a comprehensive case study about issues of the modern Pedagogy (Discipline and Classroom Management, Innovative School Programs, Learning and motivation for learning) or on a brief presentation and evaluation of the ideas of great educators. The 2nd assignment is about reading, understanding and presenting an article selected from a foreign educational journal (in English). The aim of this task is a comprehensive study of issues that have preoccupied students during the semester.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

92-3075 Management of Education & Educational Units

Elective Course, 7th semester, 6 ECTS units

Instructor: George Papakonstantinou

URL: <https://eclass.aueb.gr/courses/DET132/>

Course Description

Part A: Introduction to the Management of Education and Educational Units 1. Structure and operation of the Greek educational system. 2. Systemic approach to the operation of the training unit. 3. The environment of the training unit. 4. Planning - organization - management - evaluation - decision making in educational units. 5. Leadership. - Part B: Basic Educational Legislation 1. The administrative bodies of the school and their work (Head Teacher, Deputy Head Teacher, Teachers' Association) (Law 3848/10 and YA Φ353.1 / 324/105657 / Δ1). 2. School as a "public service".

Learning Outcomes

Upon completion of the course, students will be able to:

- Recognize the structure and the systemic approach of the operation of the educational units,
- Identify the administrative functions of planning, organization, management, control and decision-making,
- Analyze the different decision-making systems found in school units,
- Recognize the different types of leadership and their characteristics, as they may encounter in the administration of a school unit,
- Describe the basic education legislation governing the operation of the secondary school,
- Understand school as a "public service",
- Apply the basic principles of organizing and managing teaching units when they are assigned a management post.

Prerequisite Courses

None.

Bibliography

- Tony Bush & Marianne Coleman (2001), Leadership and Strategic Management in Education (Centre for Educational Leadership and Management) 1st Edition, Sage.
- Karakatsani Despina, Papadiamantaki Julie (2012). Modern educational policy issues. Epikentro.
- Vasiliki Brinia (2008), Management of Educational units and Education. Stamoulis.
- Vasiliki Brinia (2010), Case-studies of educational units. Stamoulis.

Teaching and Learning Activities

Experiential teaching method and dialogue are essential parts of this course. In order to detect the students' prior knowledge, the method of question-answer (Socratic method) is used. Students must complete one assignment, which is compulsory. The assignment helps the students fully understand and use what they learned during the semester. The assignment is assigned in teams, not individually.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on the compulsory assignment (50%) and on the final exam (50%).

92-3076 Introduction to Teaching Methodology – Analytical Curriculum

Elective Course, 7th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/INF272/>

Course Description

Basic concepts of Teaching. Structure of Teaching. Formulation of Objectives. The curriculum. Planning the Teaching activity. Modern views on learning. Teaching methods. The Effectiveness of Interaction & Self-Action in Learning. Problem Solving. Tools and resources for teaching. The process of teaching. Levels of cognitive skills. Educational Design. The ADDIE model. Development of digital content. The SCORM model. Teaching and learning in the digital era. Creating Knowledge vs Acquiring Knowledge. Pedagogical innovations and technology. Quality, access and equality in education. Challenges in the use of new technologies in teaching. Analytical Curricula, Contents: Selection and structuring, pedagogical relationship and interaction, interpersonal communication, teaching and learning processes. The micro-teaching (workshop of teaching methodology) in the practice of teaching.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand basic concepts of teaching and properly formulate the general and the specific objectives of the lesson
- Understand the content and the value of analytical curricula and design effective lessons tailored to the needs of each class
- Understand the value of learner's self-action in learning and the learner-centered approach in general and identify the appropriate means and appropriate teaching methods for each module they teach
- Understand the value of developing a pedagogical relationship with students
- Understand the process of educational design with the ADDIE model and the development of educational content with the SCORM model
- Understand the methodology of educational design in the digital era and discern the process of knowledge creation vs the acquisition of knowledge
- Understand the challenges and innovations that derive from the use of technology in education

Prerequisite Courses

None.

Bibliography

- Brinia, V., Augerinos, D. (2015). Using the extended model ADDIE in companies' internal training, *Journal of Research in Business and Management*, 4(11), 7-13.
- Chris Kyriacou (2014), *Effective Teaching in Schools: Theory and Practice*, Third Edition, Oxford.
- Robert Maribe Branch (2009), *Instructional Design: The ADDIE Approach*, Springer.
- Kristi Lonka, et al. (2015), *Innovative Schools: teaching and learning in the Digital Era*, European Union.

Teaching and Learning Activities

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented on the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. The first assignment is completed individually according to the students' specialization, while the second is assigned in teams.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

92-3078 Educational Assessment

Elective Course, 7th semester, 6 ECTS units

Instructor: Konstantina Koutrouba

URL: <https://eclass.aueb.gr/courses/MISC162/>

Course Description

Concept, purposes and necessity, contexts and implementation problems, evolution and current state of assessment on a national but also on an international level. The theoretical background of the evaluation. The main evaluation theories. Evaluation methodology. Bodies, types of assessment, approaches, methods, techniques, means and materials, procedures, principles. The subject, objectives and criteria of assessment. Assessment of the living factors of education (Teacher, Head Teacher) and non-living factors of education (processes). Organizing and presenting the results of the assessment. Evaluation of assessment programs and procedures. Institutional framework of the assessment. Position of the assessment in the curriculum. Measurement and evaluation. Objective tests. Organization and analysis of the objective tests. Characteristics of a test: validity - reliability. Interpretation of grades. Standardization of a test. Normalization of the score distribution. Student assessment model.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the meaning and content of the evaluation in the educational system,
- Describe the different types of performance evaluation and didactic work evaluation that take place during the teaching process,
- Understand the value of the educational assessment for both students' and teachers' performance,
- Develop both descriptive and objective criteria and methods for assessing students' performance and teaching itself,
- Develop valid and reliable evaluation tools,
- Identify appropriate and specialized assessment techniques that are appropriate in each case.

Prerequisite Courses

None.

Bibliography

- Bonniol Jean- Jacques, Vial Michel (2007). The Models of Evaluation. Metaihmio
- Nitko Anthony J. (2014), Educational Assessment of Students. 6th Edition, Pearson
- Zavlanos Myron (2003), Teaching and Assessment. Stamoulis
- Kassotakis Michalis (2013). Evaluation in Students' Performance. Grigori
- Taratori-Tsalkatidou Eleni (2015), School Evaluation: Evaluation of the school unit, of the teacher and of the student's performance. Kyriakides.

Teaching and Learning Activities

The main teaching method is the lecture. The students receive the knowledge which is provided by the teacher and develop their own skills. Students must complete two assignments which are compulsory. These assignments help the students fully understand and use what they learned during the semester and develop their critical thinking and reasoning. Both tasks are assigned in teams, not individually. At the end of the semester, random teams present their assignments in the classroom. One of the assignments is about reading, understanding and presenting an article selected from a foreign educational journal (in English). The aim of this task is a comprehensive study of issues that have preoccupied students during the semester.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also by their score on compulsory assignments (50%) and final exam (50%).

92-3084 General and Developmental Psychology

Elective Course, 8th semester, 6 ECTS units

Instructor: Yianna Voukelatou

URL: <https://eclass.aueb.gr/courses/DEOS269/>

Course Description

The content of the course is divided into two major conceptual teaching units:

Part A: General Psychology 1. Introduction to Psychology as a Science (definition, subject, methods, etc.). 2. Main Schools of Thought/Theoretical Approaches to Psychology. 3. Higher cognitive functions.

Part B: Developmental Psychology 1. Development: definition and queries. The meaning of the stage. 2. The role of heredity and the environment in a child's development. 3. Developmental characteristics of infancy. 4. Developmental characteristics of pre-school and school age. 5. Changes in puberty - Early and late puberty. 6. Mental and linguistic development during adolescence. 7. Teenagers' social development 8. Factors that influence teenagers' development. 9. Difficulties in teenagers' integration.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the subject of study of the science of psychology,
- Describe the main psychology schools that have been developed,
- Understand in depth the role of heredity and the environment in the development of the child,
- Understand the basic developmental characteristics of pre-school and school age,
- Understand in depth the developmental characteristics of puberty,
- Detect the characteristics of adolescence during teaching,
- Utilize pedagogically correct methods, in order to face the particular behaviors of adolescence that students manifest during the teaching process.

Prerequisite Courses

None.

Bibliography

- Penny Hauser-Cram, J. Kevin Nugent, Kathleen Thies, John F. Travers (2013), *The Development of Children and Adolescents*. Wiley.
- Cole Michael, Cole Sheila (2002), *Development of Children*, part 3. Dardanos.
- M. Giosafat (2010), *Growing into the Greek family, the psychosexual development of a child*. ARMOS.
- Robert S. Feldman (2009). *Developmental Psychology*. Gutenberg.

Teaching and Learning Activities

The teaching method used is lectures given by the professor. The lectures are guided largely by the questions posed by the students during the lectures but also by issues arising through dialogue that occurs between the professor and learners. The personal experiences of the professor and the students, as well as the references to experiments of great psychologists enrich the teaching and help the students understand the concepts which are taught. Also, students must complete an assignment which includes reading, understanding and presenting an article selected from a foreign (in English) journal about Psychology. The task is assigned in teams of students. At the end of the semester, random teams present their assignments in the classroom.

Assessment Criteria

The final grade depends on the final written examination grade (with a weight of 50%) and on the group assignments grade (with a weight of 50%).

92-3085 Total Quality Management in Teaching and Education

Elective Course, 8th semester, 6 ECTS units

Instructor: Eleni Sfakianaki

URL: <https://eclass.aueb.gr/courses/INF357/>

Course Description

The "Total Quality Management in Education and Teaching" course addresses the need for schools to change and get modernized through the application of the Total Quality Management (TQM) philosophy. 1st module: Principles of Total Quality in Education. 2nd module: The systemic approach to the organization of quality schools. 3rd module: Implementation of Total Quality in Teaching and Learning. 4th module: Assessment of Educational Organizations. Assessment Models of Educational Organizations.

Learning Outcomes

Upon completion of the course, students will be able to:

- Describe the concept of Total Quality Management in Teaching and Education,
- Understand in depth the systemic approach to organizing the operations of the Quality school units,
- Apply the 14 Points of Deming,
- Apply tools for detecting the "personal quality" of teachers and administrators,
- Analyze the different tools and systems of assessment of organizations and educational units that dominate nowadays,
- Detect the barriers to the application of total quality to the classroom and to school units.

Prerequisite Courses

None.

Bibliography

- Zavlanos Myron (2003). Total Quality Management in Education. Stamoulis
- Total Quality Management, Paul James.
- Sfakianaki Eleni (2015), Total Quality Management and Education. Diavlos

Teaching and Learning Activities

Lecture and cooperative learning are the main methods which are used. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on compulsory assignments (50%) and on the final exam (50%).

92-3086 Introduction to Information Technology – Pedagogical Applications in Education

Elective Course, 8th semester, 6 ECTS units

Instructor: Athanasios Androutsos

URL: <https://eclass.aueb.gr/courses/INF346/>

Course Description

Modern teaching Strategies. Introduction to ICT. Introduction to HTML / CSS. Search Engine Optimization (SEO). Developing webpages. Sharing educational content on the Web and Social Networks. Collaborative Systems. Wikis, Google Docs. Review of project design tools and mind maps. Reviewing multimedia educational content creation tools. Overview of presentation tools. Educational Learning Management Systems (LMS). Designing digital courses. The LMS Moodle. Resources and tools. Development of learning objects and digital courses. Instructional design with technology. Special Issues in Education. Universal design, MOOCs, gamification, personalized learning. Pedagogical applications in education. Innovation and entrepreneurship in education. The Double Diamond model.

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the modern teaching methodologies and the basic principles of ICT and Education Technologies.
- Use the World Wide Web (WWW) and social networks for creating web pages for educational purposes as well as to find and share educational content.
- Use and combine digital tools to create educational content and digital courses as well as to collaborate effectively in groups.
- Create digital courses in Learning Management Systems (LMSs) such as Moodle.
- Understand and apply special educational methods such as gamification, universal design, personalized learning, MOOCs.
- Understand and discern educational problems and find and develop innovative business solutions.

Prerequisite Courses

It is advisable to have successfully completed Digital educational content creation & usage, in contemporary learning methodologies.

Bibliography

- Newby Timothy J., Stepich Donald A., Lehman James D., Russel James D.: Educational technology for teaching and learning. Publisher: Focus Publications.
- Foundations of Educational Technology, J. Michael Spector, Routledge, 2015.
- Competences for New Millennium Learners in OECD Countries Katerina Ananiadou, Magdalan Claro, OECD, 2009.
- Komis Vasilios: Introduction to educational applications of Information Technologies and Communications, Publisher: EDITIONS OF NEW TECHNOLOGIES MON. Ltd.

Teaching and Learning Activities

Students are introduced to new technologies so they can use them in future teaching activities. The educational software is presented by the students themselves which makes this activity one of the most important activities of the course. Students must complete two assignments which are compulsory. These assignments help the students to fully understand and use what they learned during the semester. Both tasks are assigned in teams, not individually. At the end of the semester, the teams which selected any kind of educational software as their task have to present it in the classroom.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on the compulsory assignments (50%) and on the final exam (50%).

92-3087 Specialized Teaching Methodology – Didactics of Economic Courses

Elective Course, 8th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/ME327/>

Course Description

Economics in secondary education: Material and educational means. Analytical Curriculum of the courses taught by an Economist (PE09) in secondary education. Teaching Directives by the Pedagogical Institute for teaching courses in economics and social sciences. Development of basic teaching methods in the economic and social sciences. Collaborative teaching (group teaching), teaching with the aid of the project method. The project method in Lyceum. The application of the project method in economic sciences. The introduction of art in teaching economic and social sciences (Painting, music, theater, cinema, story-telling). The use of ICT in the teaching process (wikispaces, social media, gamification).

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the basic principles of teaching the subjects of their specialty,
- Use the principles of special teaching methodology during their teaching,
- Adopt innovative and interdisciplinary teaching methods during the teaching process,
- Use group-cooperation and experiential teaching methods during the teaching process,
- Perceive the value of art as a valuable educational tool for transforming students' perceptions and facilitating the achievement of the teaching objectives set by the teacher,
- Use various forms of art during teaching,
- Make use of ICT applications in education, such as the Wikispaces online platform and social media tools.

Prerequisite Courses

None. It is advisable to have successfully completed Introduction to Teaching Methodology – Analytical Curriculum

Bibliography

- Chris Kyriacou (2014), *Effective Teaching in Schools: Theory and Practice*, Third Edition, Oxford.
- Brinia Vasiliki (2007), *The introduction of the project method (experiential - communicative teaching) in the teaching of economics*. Dardanos.
- Hatzidimou Dimitrios (2015). *Introduction to Thematic Teaching*. Kyriakides.

Teaching and Learning Activities

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. These assignments help the students fully understand and use what they learned during the semester and encourage the interaction between students and teachers in schools. Both tasks are assigned in teams, and accordingly to the students' specialization.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

92-3088 Specialized Teaching Methodology – Didactics of Informatics

Elective Course, 8th semester, 6 ECTS units

Instructor: Athanasios Androutsos

URL: <https://eclass.aueb.gr/courses/INF282/>

Course Description

Computer science in education: Subject and teaching tools. Curriculum of Informatics in Greek Primary and Secondary Education. Conceptual Framework and Definitions for Computer Science Teaching. Basic concepts of Computer Science (practices, models, learning processes). Programming as a subject. Technologies and tools for teaching programming principles and raising students' interest (Scratch, Gamemaker, Kodu, etc.). Group-cooperative teaching (group teaching), teaching with the project method. The project method in Lyceum. The implementation of the project method in Informatics. Special Topics in Programming (programming, variables, control structures, selection, iteration, process, recursion). Educational software in practice and in the market in the national and international context. The introduction of art in computer science (painting, music, theater, cinema, storytelling).

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the basic principles of teaching the subjects of their specialty.
- Design effectively courses based on specialized teaching methodology principles.
- Adopt innovative and interdisciplinary teaching methods during the teaching process.
- Use group-cooperation and experiential teaching methods during the teaching process.
- Understand the value of art as a valuable educational tool for transforming students' perceptions and facilitating the achievement of the teaching objectives set by the teacher.
- Use various forms of art during teaching,
- Use ICT applications in education.

Prerequisite Courses

None. It is advisable to have successfully completed Introduction to Teaching Methodology – Analytical Curriculum

Bibliography

- Chris Kyriacou (2014), *Effective Teaching in Schools: Theory and Practice*, Third Edition, Oxford.
- *Teaching Fundamental Concepts of Informatics*, 4th International Conference on Informatics in Secondary Schools - Evolution and Perspectives, ISSEP 2010, Zurich, Switzerland, January 13-15, 2010, Proceedings.
- *Informatics Education - The Bridge Between Using and Understanding Computers: International Conference on Informatics in Secondary Schools - Evolution and Perspectives*, ISSEP 2006, Vilnius, Lithuania, November 7-11, 2006, Proceedings.

Teaching and Learning Activities

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. These assignments help the students to fully understand and use what they learned during the semester and also encourage the interaction between students and teachers in schools. Both tasks are assigned in teams and to the students' specialization accordingly.

Assessment Criteria

The grade of the students in this course depends on active participation in lectures and presentations, but also on their score on compulsory assignments (50%) and on the final exam (50%).