COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities
ACADEMIC UNIT	Department of Preschool Education Sciences and Educational Design. Postgraduate Studies Program in Children's Book and Educational Material.
LEVEL OF STUDIES	Postgraduate Studies (Level 7)

COURSE CODE	ПУ4	SEMESTER	Spring (Children's book orientation)

COURSE TITLE	Art as Educational Material

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
Lectures and workshops	3	6 in total for the whole course
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*	Specialised general knowledge, and skills development
PREREQUISITE COURSES:	Core courses
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://pms-pvpy.aegean.gr/en/educational-material-orientation/

(2) LEARNING OUTCOMES

After the successful completion of the course the students will be able to:
At the level of knowledge:
• Become familiar with the concept of culture.
• Get to know basic elements of the history of culture.
• Become familiar with modernist currents as well as artists.
• Develop new concepts and considerations.
At the level of skills:
• Reconstruct the social and humanistic problems of technology and human relationships with it, art, society, and culture.
At the level of abilities:
• Highlight the current issues, given the revolution of the new technology, the digital age.

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	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
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- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative, critical and inductive thinking

(3) SYLLABUS

This course examines the ways with which Art (ancient to cotemporary) can be used as educational material and as an alternative way of communicating within the school classroom. More specifically, the following topics are examined:

What is Art and what is its necessity?

The multiple significances / readings of the works of art.

Issues of culture and identity, otherness and historicity of the past; psychological and emotional qualities of the works of art; familiarisation with certain historical and socio-political terms, such as 'historical time', peace/war'.

Art in the classroom: ability to undertake initiatives, express personal opinions, encourage teamwork.

Art in the Museums as an alternative way of teaching:

The Museum as an educational institution: its role and the issues it explores and projects to the public.

Archaeological remains (monuments, finds) as works of art: issues of authenticity, value (symbolic and economic), historicity.

Interpretative, communicative, and educative approach of the Art Museum by the teachers: interpretation of material culture and of the works of art / educational qualities of objects/exhibits/ art works, educational dimension of the museum space.

What are the object and the aims of Museum Education and how are they materialised in Art Museums?

Methodology for the creation and materialisation of educational programs both at school and in art museums.

Educational material / educational activities regarding Art & development of programs of museum education in the school class:

The Box of Art

Examples of participatory learning through art

Dramatization / role play

Story making (e.g. from Kandinsky's abstract works)

Discovery of information (e.g. from Cubist & Futuristic works)

Artistic creations with diverse materials

The contents of the course are:
1. Introduction to culture
2. The concept of culture
3. The World Culture I.
4. The World Culture II
5. Aesthetic and cultural theories
6. The history of art
7. The movements of modernism
8. The ideological stream of modernity
9. The artistic movement of modernism
10. The Aesthetic movement of Modernism
11. The cultural movement of modernity
12. Emphasis on modern artists
13. Emphasis on works by modern artists

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	50% of the teaching is conducted face-to-face, while the remaining 50% is done remotely using modern video conferencing. Additionally, there is further utilization of an Online Learning Management System (Moodle) based on the blended learning model for communication, sharing educational materials, collaboration, task assignment, and course management. Various teaching methods, including lectures, group work, workshops, discussions, and group investigations, are employed during the course meetings.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and communication with students.	
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**
	Three-hour lectures per week (total of 12 lectures per semester)	36 Hours
	Examination-presentation of final projects	3 Hours
	Study and analysis of sources and literature	55 Hours
	Study and work (Project/essay writing/Small-scale research, etc.) as part of the final assessment for the course.	56 Hours
	Course total	**150 Hours**
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*	The evaluation is based on the development of an individual work undertaken by each student and dealing with an artist, a movement of any form of art, and studying his life, his works and the movement to which he belongs. That is, a theoretical paper and a power point on the axes mentioned above and the creation of a virtual museum through a digital program. Presentation of the ppt, as well as the method and subject.	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The evaluation criteria are explicit and accessible to postgraduate students, posted on Moodle from the beginning of the semester. The course assessment may be adjusted from year to year.

(5) ATTACHED BIBLIOGRAPHY

- V. Fioravantes, To New Anthropology, Armos, 2012
- V. Fioravantes, New Anthropology and Modern Art, Ziti, 2014
- V. Fioravantes, Towards After-globalization, Ziti, 2015
- A. Mastrogianni, The impact of impressionism on Modern Art, DISIGMA 2020
- A. Mastrogianni, From impressionism to contemporary video art and
- environments.Towards modern aesthetic diversity
- Related academic journals:
- V. Fioravantes, Art, Culture, Globalization, Papazisis, 2005
- V. Fioravantes, Cultural Theory II, Armos, 2004