

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities		
ACADEMIC UNIT	Department of Prechool Education Sciences and Educational Design. Postgraduate Studies Programme in Children's Book and Educational Material.		
LEVEL OF STUDIES	Postgraduate Studies (Level 7)		
COURSE CODE	ΠΥ1	SEMESTER	B'
COURSE TITLE	EDUCATIONAL MATERIAL FOR EXPERIENTIAL TEACHING METHOD		
INDEPENDENT TEACHING ACTIVITIES <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>	Lectures and workshops	WEEKLY TEACHING HOURS 3	CREDITS 6 in total for the whole course
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

Learning outcomes <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> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the possibilities of theater techniques as a tool for experiential learning and teaching • To develop teaching techniques based on the principles of theater in education. • To combine theater techniques with modern pedagogical approaches. • To evaluate the importance of theater techniques in modern educational practice. • To develop critical thinking and creativity through the application and utilization of drama techniques in education
General Competences <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><i>Search for, analysis and synthesis of data and information, Project planning and management</i></p>

<i>with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

<ul style="list-style-type: none"> • Production of new research ideas • Adapting to new situations • Search for, analysis and synthesis of data and information • Decision-making • Working independently and in teams • Working in an international environment • Working in an interdisciplinary environment • Project planning and management • Production of free, creative, inductive and critical thinking • Respect for difference and multiculturalism
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(3) SYLLABUS

The course focuses on the creation of pedagogical material and familiarization with the experiential method of teaching mainly through drama techniques in education but also through integrated practical applications of theater (e.g., plays, educational drama, theater-pedagogical programs, etc.). In the context of the experiential approach to new knowledge, emphasis is placed on understanding the potential of theatrical techniques as a learning tool for teaching the cognitive subjects of the school curriculum. Consequently, among the objectives of the course is to introduce students to theater as a pedagogical and artistic process, but also as a teaching method, to bring students into contact with the theory and practice of theater pedagogy and teaching and to create suitable conditions for students to be able to develop scenarios and apply theater-pedagogical methods and techniques in daily teaching practice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	50% of the teaching is done face-to-face while the remaining 50% is done remotely with modern video conferencing, in addition there is additional use of an Online Learning Management System (Moodle) based on the blended learning model for communication, sharing educational materials, collaboration, task assignment and course management. In the meetings for the teaching of the course, a variety of teaching methods are used such as: lecture, work in groups, workshops, discussions, group investigations, etc.				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Apart from the use of ICT as a presentation and productivity tool by teachers and students in the context of the course use special educational software				
TEACHING METHODS <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</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Three-hour lectures per week (total of 12 lectures per semester)</td> <td>36 Hours</td> </tr> </tbody> </table>	Activity	Semester workload	Three-hour lectures per week (total of 12 lectures per semester)	36 Hours
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<p>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p><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></p>	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 <i>Description of the evaluation procedure</i>	The assessment language is Greek.
<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>	The assessment for the course accounts the following components of the students' achievements portfolio: <ul style="list-style-type: none"> • Individual reflection assignments (80%), • extra project (10%) • Thorough and active participation (10%)
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment procedure may adapt year by year.

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Αλκηστίς, (2008). Μαύρη αγελάδα-άσπρη αγελάδα: Δραματική τέχνη στην εκπαίδευση και διαπολιτισμικότητα. Αθήνα: Τόπος • Γραμματάς, Θ., (1997), Θεατρική παιδεία και επιμόρφωση των εκπαιδευτικών, Αθήνα : Τυπωθήτω • Γραμματάς, Θ., (1999), Διδακτική του Θέάτρου, Αθήνα : Δάρδανος • Γραμματάς, Θ., (2004), Το Θέατρο στο Σχολείο : Μέθοδοι Διδασκαλίας και Εφαρμογής, Αθήνα : Ατραπός • Γραμματάς, Θ. (2017). Θεατρική αγωγή και παιδεία. Διάδραση. • Boal, A. (1982). <i>Theatre of the Oppressed</i>. London: Routledge. • Boal, A. (1992). <i>Games for Actors and Non-Actors</i>. A. Jackson (trans.), London: Routledge. • Boal, A. (1998). <i>Legislative theatre</i>. New York: Routledge. • Bolton, G. M. (1979). <i>Towards a Theory of Drama in Education</i>. London: Longman • Bolton, G. (1984). <i>Drama as education: An argument for placing drama at the center of the curriculum</i>. Essex, Harlow: Longman. • Κλαδάκη, Μ., & Μαστροθανάσης, Κ. (Επιμ.). (2023). Αναδυόμενες τεχνολογίες στο εφαρμοσμένο θέατρο και το εκπαιδευτικό δράμα. Gutenberg. • Κλαδάκη, Μ., & Μαστροθανάσης, Κ. (Επιμ.). (2023). Θέατρο στην εκπαίδευση: Σύγχρονες τάσεις, εξελίξεις και προοπτικές. Πατάκης. • Μαστροθανάσης, Κ., & Κλαδάκη, Μ. (2023). Η παιδαγωγική του θεάτρου για την περιβαλλοντική εκπαίδευση και την αειφόρο ανάπτυξη. Διάδραση. • Μαστροθανάσης, Κ., & Κλαδάκη, Μ. (Επιμ.). (2023). Θεατροπαιδαγωγική Επιστήμη. Καστανιώτης.
<p>- Related academic journals:\</p> <ul style="list-style-type: none"> • Θέματα στην εκπαίδευση • Σύγχρονη Εκπαίδευση • Επισήμες της Αγωγής • Νέα Παιδεία • Παιδαγωγική Επιθεώρηση • Μέντορας • <i>Innovations in Education and teaching International</i>