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	MK3	SEMESTER	A'
COURSE TITLE	PEDAGOGICAL ACT AND THEATRICAL ART		

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:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://pms-pvpy.aegean.gr/en/mathimata-kormou/

(2) LEARNING OUTCOMES

Learning outcomes

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

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is the theoretical and practical training of students in the possibilities of applying drama techniques in the educational process. In the context of the experiential approach to new knowledge, emphasis is placed on understanding the potential of theater techniques as a learning and teaching tool. Individual objectives are:

• to introduce students to theater as a pedagogical and artistic process, but also as a teaching method

• for the students to get to know the theory and practice of theater pedagogy and teaching and

• to become familiar with theater teaching methods and techniques

General Competences

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
Adapting to new situations
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment

Decision-making *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*

- 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
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Critical thinking and self-criticism
- Production of free, creative, inductive and critical thinking

(3) SYLLABUS

In this particular course, students have the opportunity to get to know theater as a pedagogical tool and as a means of expression, but also as a means of communication and feeling inside and outside the classroom. At the same time, it becomes apparent that theater concerns multiple themes and goals of the educational process: oral language, its relationship with space through movement, textual processing and writing, the cultivation of imagination and individual and collective activation. Among the main objectives of the specific course is for the participants to get to know the pedagogical dimension of the theatrical phenomenon and to get to know the particularities of the elements that make up the art of theater. Also, the structure of the material aims at developing study skills and deepening the literature and research of theater science and application of theoretical knowledge in educational practice. After the successful completion of the course, participants will be able to know various theater genres and the basic principles in theater theory, as well as to perceive the art of theater as a means of education and teaching, as an artistic creation, but also as a social phenomenon.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	The teaching is done face-to-face and 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 *Use of ICT in teaching, laboratory education, communication with students*	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 in addition the students produce their own educational hypermedia, learning objects, learning scenarios, and e-learning applications.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,*	Activity: Three-hour lectures per week (total of 12 lectures per semester) Semester workload: 36 Hours

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*	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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The assessment language is Greek. The assessment for the course accounts the following components of the students' achievements portfolio: • Individual reflection assignments (80%), • extra project (50%) • Thorough and active participation (10%) The assessment procedure may adapt year by year. The use of GenAI tools within the context of the course is governed by Senate Decision No. 45/20.02.2026 of the University of the Aegean, as well as by the specific guidelines provided by the teaching staff member. The teaching staff member determines the applicable level of GenAI use (1–5) for the course, along with the conditions for its permissible use and disclosure and informs students accordingly at the beginning of the semester. The GenAI usage policy may vary from one academic year to another and/or between courses, depending on the learning objectives and requirements of each course.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- *Άλκηστις, (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 Θεάτρου, 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). Theatre of the Oppressed. London: Routledge.*
- *Boal, A. (1992). Games for Actors and Non-Actors. A. Jackson (trans.), London: Routledge.*
- *Boal, A. (1998). Legislative theatre. New York: Routledge.*
- *Bolton, G. M. (1979). Towards a Theory of Drama in Education. London: Longman*
- *Bolton, G. (1984). Drama as education: An argument for placing drama at the center of the curriculum. 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.*

- Related academic journals:

- *Θέματα στην εκπαίδευση*
- *Σύγχρονη Εκπαίδευση*

- *Επιστήμες της Αγωγής*
- *Νέα Παιδεία*
- *Παιδαγωγική Επιθεώρηση*
- *Μέντορας*
- *Innovations in Education and teaching International*