

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	ΠΥ4	SEMESTER	Spring (Children's book orientation)
COURSE TITLE	Art as Educational Material		
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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and workshops	3	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

<p>Learning outcomes</p> <p><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> <p><i>Consult Appendix A</i></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>
<p>Upon successful completion of the course, students are expected to be able to:</p> <p>Demonstrate knowledge of major movements in Art History from antiquity to the contemporary era, and situate them within their specific temporal and geographical contexts.</p> <p>Identify characteristic examples of movements, styles, and individual artists, and place them within appropriate historical and cultural frameworks.</p> <p>Classify works of art according to artistic medium (e.g., mosaic, painting, sculpture, printmaking, architecture, new media, digital art), subject matter (e.g., individual and group portraiture, landscape, genre scenes, religious art, historical art, still life, abstract art), and technique (materials, colors, dimensions).</p>

Understand and describe similarities and differences among various art forms across periods (e.g., sculpture and architecture in Ancient Greece, painting and sculpture in the Renaissance, diversity from modernism onwards, non-Western art, etc.).

Comprehend and critically support the multiple forms of artistic expression throughout history, with particular emphasis on contemporary art (e.g., abstraction, pop art, op art, performance, installations, land art, body art, site-specific art, non-representational art, monochromatic art, digital art, etc.).

Demonstrate knowledge of the history of museums and collections, as well as relevant theory and practice as articulated by institutions responsible for safeguarding and promoting global tangible and intangible heritage (e.g., ICOM, UNESCO).

Maintain a general overview of the types of museums that exist worldwide, their functions, and the diverse explicit and implicit purposes they serve.

Be familiar with the range of thematic museums in Greece and their modes of operation.

Understand the general principles of contemporary pedagogy regarding the management and use of artworks for diverse educational purposes and learning objectives.

Comprehend the history, concept, and applications of museum kits (educational kits) in different pedagogical and cultural contexts.

Design, implement, and evaluate group visits to art spaces.

Design and apply the use of museum kits and other methods of engaging with art (objects, visits, walks, group activities, etc.) in group settings.

Utilize art for a variety of educational purposes, such as understanding history, supporting the development and comprehension of the sciences, fostering narrative skills, and encouraging collaboration and teamwork.

Select and propose alternative methods for approaching art as educational material in order to make it more accessible and engaging (e.g., comics, picture books, animation).

Employ multiple reinterpretations and transformations of past art (e.g., parody, pastiche, collage) to make it more accessible to diverse audiences.

Promote critical and comparative evaluation of artworks using diverse criteria, free from aesthetic, racial, age-related, national, religious, physical, or other forms of bias.

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

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Search, critical analysis, and synthesis of data and information, supported by the appropriate use of technologies. Ability to work both independently and collaboratively, and to function effectively in interdisciplinary environments. Cultivation of the capacity to generate new research ideas. Promotion of respect for diversity and multiculturalism, as well as for the natural environment. Development of critical

thinking and self-reflection skills. Advancement of free, creative, and inductive thinking.

(3) SYLLABUS

The course focuses on the design of educational materials through Art. To this end, it examines the relationship between Art and Education and explores the use of art as a form of informal learning aimed at enriching the educational process in diverse school environments, as well as in extracurricular contexts with both general and specialized cultural references.

The course adopts a historical perspective to investigate the relationship between Art, the Museum, and the School, as well as their connections to educational processes and learning communities. Key concepts such as museum education and cultural education through art are examined, with the aim of employing artworks from all periods and genres as pedagogical material. Methodological tools for educational design centered on art are developed, alongside an overview of contemporary pedagogical theories and theories concerning the institution and function of the museum.

Through the presentation and analysis of artworks and museum materials—such as educational kits designed for different age groups and audiences—as well as pedagogical resources produced by institutions and organizations, the course provides practical and theoretical insights. Additional components include guest lectures by artists whose work can be utilized educationally, on-site visits to local museums, and virtual visits to art spaces. The overall objective is for students to acquire a solid understanding of contemporary approaches to the educational use of art, and to develop the ability to design diverse and adaptable pedagogical materials suitable for different educational contexts and levels.

In summary, the course is structured around the following thematic units:

History of Art (movements, styles, chronological development, major artists, and iconic works)

History of the Museum (institutional framework, purposes, contemporary perspectives, types of museums)

The use of Art as pedagogical material across different disciplines—from history to the sciences and mathematics—for various purposes (historical understanding, contextual interpretation, critical and comparative analysis, aesthetic enrichment, fostering inclusion and respect for diversity)

Development of educational materials (museum kits, design, implementation, and evaluation of educational visits, including virtual visits, etc.)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Teaching face-to-face and 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 <i>Use of ICT in teaching, laboratory education, communication with students</i>	Throughout the course, Information and Communication Technologies (ICT) are systematically integrated into teaching. In particular, instruction is supported through presentations using digital educational tools, audiovisual materials, virtual tours, online guided visits, and related

	applications. ICT is also utilized as a means of communication with students.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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>	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
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Student assessment is based on the submission of a written assignment of specified length and structure, or on the development of pedagogical material. All assignments must be accompanied by a brief presentation and oral defense before the course audience.</p> <p>Assessment criteria are clearly defined and accessible to postgraduate students, and are made available on the Moodle platform from the beginning of the semester. The assessment methods for the course may be subject to revision on an annual basis.</p> <p>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.</p> <p>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.</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • 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
