

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES		
<b>ACADEMIC UNIT</b>	PRESCHOOL EDUCATION SCIENCES AND EDUCATIONAL DESIGN DEPARTMENT		
<b>LEVEL OF STUDIES</b>	POST GRADUATED		
<b>COURSE CODE</b>	ΠΥ5	<b>SEMESTER</b>	B
<b>COURSE TITLE</b>	LANGUAGE PEDAGOGICAL MATERIAL		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures / micro-teaching / production and use of educational material activities		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background (with specialized general knowledge and skills development)		
<b>PREREQUISITE COURSES:</b>	Core courses		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://pms-pvpy.aegean.gr/en/educational-material-orientation/">https://pms-pvpy.aegean.gr/en/educational-material-orientation/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completing the lectures attending of this course, students are expected to:</p> <ul style="list-style-type: none"> <li>- Know the dimensions, the functions and the use of educational material in language instruction (visual material, digital material, course-book, compensative material, games, realia),</li> <li>- Have realized the role of the course-book as well as the authentic or adaptive educational material in the contemporary, communicative oriented, language teaching,</li> <li>- Have adopted the theoretical background of the educational material production and its instructional exploitation in language teaching,</li> <li>- Have familiarized with the production and use of educational material in</li> </ul>

language teaching, through their participation in micro-teaching activities or in exemplar-teaching activities,

- Adapt the educational material production and use with the cognitive, intellectual and emotive characteristics of the students as well as the kinds of teaching activities,
- Incorporate effectively and in a proper way the produced educational material in specific language teaching plans.

#### **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*

*.....*

*Others...*

*.....*

In this course the cultivation of the below mentioned students' competencies is intended:

- Investigation, processing, analysis and synthesis of data and information, with the use of necessary technology,
- Adapting to new situations, decision-making,
- working independently / team work,
- working in an interdisciplinary environment,
- production of new research ideas,
- project planning and management,
- respect for the natural environment
- criticism / self-criticism
- production of free, creative and inductive thinking.

### **(3) SYLLABUS**

The main dimensions of the content of this course are the following:

- The forms, the functions and the use of educational material in language instruction (visual material, digital material, course-book, compensative material, games, realia),
- The role, advantages and disadvantages of the course-book as well as the authentic or adaptive educational material in the contemporary, communicative oriented, language teaching,
- The evaluation of specific tokens of educational material,
- The theoretical background of the educational material production (language acquisition and learning theories) and its instructional exploitation in language teaching (through their participation in micro-teaching activities or in exemplar-teaching activities during the courses, students are involved in activities of production and use of educational material in language teaching),
- The adaption of the educational material production and use with the cognitive, intellectual and emotive characteristics of the students as well as

the kinds of teaching activities,

- The effective and proper incorporation of the produced educational material in specific language teaching plans.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>Distant learning</p>	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Digital technologies are used in the course in four ways:</p> <ul style="list-style-type: none"> <li>- As a means for information presenting</li> <li>- As teaching content (being a form of educational material)</li> <li>- As a tool for students – professor communication</li> <li>- As an object for critical literacy practices fostering</li> </ul>	
<p><b>TEACHING METHODS</b> <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 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>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	<p>Lectures / interactive teaching</p>	<p>36 hours</p>
	<p>Study and analysis of bibliography</p>	<p>52 hours</p>
	<p>Essay writing</p>	<p>52 hours</p>
	<p>Essay correcting</p>	<p>10 hours</p>
	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>
	<p>Course total</p>	<p><b>150 hours</b></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>Language of summative assessment (essays writing, concerning a lesson plan and the role of specific educational material): Greek</p> <p>The summative assessment is combined with the formative assessment taking place through the weekly lectures.</p> <p>The criteria for evaluating the students' essays are the below:</p> <ul style="list-style-type: none"> <li>- The relevance of the produced educational material with the cognitive, intellectual and emotional characteristics of the students, the teaching activity and the instructional objectives,</li> <li>- The relation of the produced material with the theories of language acquisition,</li> <li>- The rate of the effective incorporation of the educational material in the lesson plan,</li> <li>- The quality of the educational material presentation and its connection with the teaching actions.</li> </ul> <p>The use of GenAI tools within the context of the course is governed by Senate Decision No.</p>	

	<p>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

- Suggested bibliography:

Douglas-Brown, H. (2001). *Teaching by Principles. An Interactive Approach to Lanuage Pedagogy*. London: Longman.

Harmer, J. (2007). *The Practice of English Language Teaching*. Essex: Pearson. Longman.

Κουτσογιάννης, Δ. (2017). *Γλωσσική Διδασκαλία: Χθες, Σήμερα, Αύριο. Μια πολιτική προσέγγιση*. Ινστιτούτο Νεοελληνικών Σπουδών: Ίδρυμα Μανόλη Τριανταφυλλίδη.

Μιχάλης, Α. (2020). *Γλωσσική Διδασκαλία και Πρακτικές Γραμματισμού στη Δευτεροβάθμια Εκπαίδευση*. Gutenberg.

Kalantzis, Mary, Cope, Bill, Στελλάκης, Νεκτάριος & Ευγενία Αρβανίτη. 2020. *Γραμματισμοί*. Αθήνα: Κριτική.

Kern, Richard. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.