

Course Title	Education Sciences: Epistemological and theoretical approaches				
Course Code	EDG700				
Course Type	Compulsory				
Level	Doctorate (3 rd Cycle)				
Year / Semester	1 st year / 1 st semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The purpose of this course is to bring PhD students of all backgrounds into a communication with the main philosophical and epistemological trends that have historically influenced and may still have influenced, in the structure of their thinking and problems, and shaped their worldviews and pursuits, thereby influencing their scientific methodology and shaping the methods and tools of their research. The course also aims to understand the main research models and approaches to teaching, as well as the theoretical foundations that support these methods and practices. At the same time, it aims to introduce and develop students' reflection on current topics of teaching, by discussing controversial topics and views on teaching approaches, the nature and aims of systematic education, and the methodologies for studying and researching these approaches. In addition, the mutual effects between teaching practices and theories on the one hand and educational research on the other, as well as the intensities caused by such interactions, will be examined in depth and the epistemological and metaphysical hypotheses between different educational approaches and teaching practices will be examined.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Illustrate the theoretical, epistemological and philosophical principles and assumptions underlying the Education Sciences • They discuss the effects of the various philosophical currents on the Sciences of Education and the ways in which they influence their conceptual content and the research methodology they use. • They critically discuss current educational problems and the resolution of controversial issues by analyzing views on teaching and different teaching approaches, on the nature and purposes of systematic education, and on educational research methods • Evaluate and discuss the interactions between teaching practices and theories on the one hand and educational research on teaching and learning on the other. 				
Prerequisites	None		Co-requisites	None	

Course Content	<ul style="list-style-type: none"> • Historical overview of Education Sciences • The empirical / positivist approach • The interpretive approach • The phenomenological approach • The critical approach • The linguistic effects and the postmodernist approach • The Approach to Feminism and Pragmatism • Teacher education and development and teacher communities • The social context of teaching • Topics of international and global pedagogical thinking and practice with a particular emphasis on Cypriot society and Cypriot education. 						
Teaching Methodology	Face-to-face						
Bibliography	<ul style="list-style-type: none"> • Carr, W. & Kemmis, S. (1986). <i>Becoming Critical: Educational, Knowledge and Action Research</i>. London: Falmer Press. • Cherryholmes, C. (1999). <i>Reading pragmatism</i>. New York: Teachers College Press. • Kuhn, T. (1970). <i>The structure of scientific revolutions</i>. Chicago: University of Chicago Press. • Richardson, V. (2002). <i>Handbook of research on teaching</i>. Washington, D.C.: American Educational Research Association • D. H. Gitomer, & C. A. Bell (Eds.) (2016) <i>Handbook of Research on Teaching</i> (5 ed). American Educational Research Association • Schon, D. (Ed.) (1991). <i>The reflective turn: Case studies in and on educational practice</i>. New York: Teachers College Press. 						
Assessment	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Exams</td> <td style="text-align: center; padding: 5px;">40%</td> </tr> <tr> <td style="padding: 5px;">Assignments</td> <td style="text-align: center; padding: 5px;">60%</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">100%</td> </tr> </table>	Exams	40%	Assignments	60%		100%
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Language	English						