

Course Title	Challenges of Educational Theory and Practice				
Course Code	HES632				
Course Type	Elective				
Level	Master (2 <sup>nd</sup> cycle)				
Year / Semester	1 <sup>st</sup> Year / 2 <sup>nd</sup> Semester 2 <sup>nd</sup> Year / 3 <sup>rd</sup> Semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	N/A	Laboratories / week	None
Course Purpose and Objectives	<p>This course is designed to prepare for a successful student teaching experience. Its purpose is to prepare students for the theoretical part and the practical dimension of education in the 21st century in the Greek educational context. It also aims to familiarize them with the terminology and the themes of Education, to present the development of pedagogical thinking and critical analysis of current developments in education. Moreover, it aims to raise and analyse some of the main issues of educational theory and practice as challenges for the present and the future. Some of the major themes and activities are: analysis of oneself as a teacher and as a learner, subject knowledge, adolescent development, learning theories, distance learning, adult learning, student learning styles, lesson planning, assessment strategies, classroom management techniques and differentiated instruction, education and new technologies, SEN education.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify, define, describe and summarize the contents of contemporary education in Greece and Cyprus place a theoretical and practical level.</li> <li>• Associate, compare and assess learning theories and educational practices, including distance education.</li> <li>• Recognize and explain the theoretical framework of education.</li> <li>• Argue on issues - challenges of modern educational theory and practice.</li> <li>• Evaluate and modify lesson plans, curriculum plans appropriate for age of their students and the operating conditions of schools in Greece and Cyprus.</li> <li>• Practise independent critical thought, rational inquiry and self-directed learning.</li> <li>• Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</li> <li>• Develop skills in organization, research and analysis that will be highly prized in any field of work.</li> <li>• Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</li> </ul>				

Prerequisites	HES610, HES611, HES612	Co-requisites	None
Course Content	<p>The course discusses issues and challenges in today's world of education, with emphasis on the educational realities of Greece and Cyprus. It addresses topics and issues educational theory and practice. It familiarizes them with the terminology and the themes of Education, to present the development of pedagogical thinking and critical analysis of current developments in education. It deals with major themes and activities, such as the analysis of oneself as a teacher and as a learner, subject knowledge, adolescent development, learning theories, distance learning, adult learning, student learning styles, lesson planning, assessment strategies, classroom management techniques and differentiated instruction, education and new technologies, SEN education. The course involve reflective writings (journal), design and teach a mini-lesson, design a curriculum unit and engage in classroom discussions and activities.</p>		
Teaching Methodology	<p>Distance Learning</p> <ul style="list-style-type: none"> <li>(Lectures on distance education platform, student-led presentations, online material – websites, audio/video media clips – interactive activities such as online quizzes, presentation of external/third party material online, commentaries and interpretation of material sources, dissertation, oral presentations and coursework essays through the platform, small-group tutorials, formative feedback on coursework, independent study and guided research, discussions and advance preparation of set work for platform meetings, unseen examinations, presenting and discussing texts, ideas, and cultural context).</li> </ul>		
Bibliography	<ul style="list-style-type: none"> <li>Anderson, L. W., &amp; Krathwohl, D. R. (Eds.). (2000). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.</li> <li>Bandura, A. (1986). Social foundations of thought and action. Englewood Cliffs, NJ: Prentice-Hall.</li> <li>Bransford, J. D., Brown, A. L., &amp; Cocking, R. R. (Committee on Developments in the Science of Learning); Donovan, M. S., Bransford, J. D., &amp; Pellegrino, J. W. (Committee on Learning Research and Educational Practice). (Eds.). (2000). How people learn: Brain, mind, experience, and school (Expanded edition). Washington, DC: National Academy Press. Available online at <a href="http://www.nap.edu/catalog/9853.html">http://www.nap.edu/catalog/9853.html</a> [accessed: 10/12/2016]</li> <li>Leonard, D. C. (2002). Learning theories: A to z. Westport, CT: Greenwood Press.</li> <li>Pinker, S. (1999). How the mind works. New York: W. W. Norton.</li> <li>Smith, M. C., &amp; Pourchot, T. (Eds.). (1998). Adult learning and development: Perspectives from educational psychology. Mahwah, NJ: Lawrence Erlbaum.</li> <li>Zimmerman, B. J., &amp; Schunk, D. H. (Eds.). (2001). Self-regulated learning and academic achievement: Theoretical perspectives. Mahwah, NJ: Lawrence Erlbaum.</li> </ul>		

Assessment	<table border="1" data-bbox="610 243 1089 323"><tr><td data-bbox="610 243 943 281">Examinations</td><td data-bbox="943 243 1089 281">50%</td></tr><tr><td data-bbox="610 281 943 323">On-going evaluation</td><td data-bbox="943 281 1089 323">50%</td></tr></table> <p data-bbox="483 338 1481 407"><i>Students may choose to present a written assignment related to the in-situ visits to museums and/or archaeological/historical sites [it corresponds to 30% of the on-going evaluation].</i></p>	Examinations	50%	On-going evaluation	50%
Examinations	50%				
On-going evaluation	50%				
Language	English				