

COURSE OUTLINE

1. GENERAL INFORMATION

LECTURER	Konstantinos Sipitanos		
SEMESTER (fall/spring)	Fall		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	Undergraduate		
COURSE CODE	KIIA347	SEMESTER OF STUDIES (1-8)	5 at least
COURSE TITLE	Curriculum: theories and practices		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
		3	10
COURSE CLASSIFICATION	Seminar		
COURSE TYPE	Focuses on a scientific subject		
TEACHING COMPETENCE COURSE	YES		
PREREQUISITES	NO		
TEACHING AND EXAMINATION LANGUAGE	Greek		
AVAILABLE FOR ERASMUS STUDENTS	No		
COURSE URL	https://elearn.uoc.gr/course/view.php?id=2688		

2. LEARNING OUTCOMES

The learners are expected

- to acknowledge that curricula are interdisciplinary and are constructed by different scientific fields
- that there are political texts and their design and development is a synthesis that lies upon multiple factors such as teachers, students, context, designing and evaluation of the curriculum
- to realize that curriculum and their teaching practices are taking place in specific historical and sociocultural contexts
- to design teaching practices and analyze their personal theories through the curriculum they realize
- to combine their theories with the untold theories, the hidden curriculum and the proposed curriculum

COURSE OBJECTIVES

Search, analyze and combine data and information by using ICT
Team work
Work independently
Advancing creative and inductive thinking

3. COURSE CONTENT

- the scientific field of curriculum practices – basic philosophic, psychological and social principles
- the multiple perspectives of curriculum (academic, technical, behavioral, constructivist, critical, postmodern)
- the curriculum through modern and postmodern approach
- the difference between theory and practices, the hidden curriculum and the role of untold theories
- the factors that affect the curriculum in the design , the development and the evaluation of the curriculum: teachers, parents, students, politicians, school's principals, context and content)

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4. TEACHING AND ASSESSMENT METHODS

TEACHING METHOD	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use powerpoint in class. Upload material from classes on “elearn.uoc” moodle platform. Communication through e-mails	
COURSE STRUCTURE	ACTIVITIES	SEMESTER WORKLOAD
	Seminars	26
	Study literature	50
	Cooperation in groups	50
	Empirical research (student’s portfolio)	44
	Final written assignment	80
	TOTAL	250
ASSESSMENT METHOD	Final written assignment: 50% of grade Personal portfolio: 25% of grade Oral presentation: 25% of grade	

5. RECOMMENDED READING

<ul style="list-style-type: none"> • Apple, M. Ideology and Curriculum (second edition). New York and London: Routledge, 1990. • Apple, M., και J.M.(eds) Bean. Democratic schools. Alexandria, VA: Association for Supervision and Curriculum Development, 1995. • Apple, M.W. «The politics of official knowledge in the United States.» Journal of Curriculum Studies, 22 (4), 1990: 377-400. • Andy Hargreaves and Dean Funk (2005), Sustainable Leadership, Στο Allan C.Ornstein (Eds), “The Field of Curriculum: What Approach?”High School Journal (April–May 1987), pp. 208–216; and Edward Pajak, “Clinical Supervision and Psychological Functions,” Journal of Curriculum and Supervision (Spring 2002), pp.

189–205. Indianapolis, IN: Jossey-Bass

- Bertrand, Y. Σύγχρονες εκπαιδευτικές θεωρίες Μτφρ. Α. Σιπητάνου, Ε. Λινάρδου. Αθήνα: Ελληνικά Γράμματα, 1994.
- Κουτσελίνι, Μ (2004). Το μετανεωτερικό Αναλυτικό Πρόγραμμα και η Διδακτική Πράξη. *Επιστήμες Αγωγής*, (2): 8-17
- Slavin, R.E. «Cooperative Learning.» Στο *International Encyclopedia of Teaching and Teacher Education*, 2nd ed, του/της L.W. Anderson, 139-144. Cambridge: Pergamon, 1995.
- Sousa, J.M. «Knowledge and Curriculum Boundaries?» *European Journal of Curriculum Studies*, 4 (2), 2017: 644-655.
- Slattery, P.(1995) *Curriculum development in the postmodern Era*. New York & London: Garland Publishing.
- Stenhouse, L. *An introduction to Curriculum Research and Development*. London: Heinemann, 1975.
- —. «Curriculum Research and the art of the teacher.» *Curriculum*, 1, 1, 1980: 40-44.
- Τανακίδου, Μ., και Σ. Αγγιτίδου. «Υποστηρίζοντας τις οπτικές των παιδιών στο ελεύθερο παιχνίδι: μια εκπαιδευτική παρέμβαση.» *Διάλογοι! Θεωρία και Πράξη στις Επιστήμες της Αγωγής και την Εκπαίδευση*, 2016: 52-77.
- Tsafos, V. *Curriculum: Theoretical Approaches and Educational Orientation: Seeking Stables in an Uncertain World*. Athens: Metaixmio. [IN GREEK], 2017.
- Φλουρής, Γ. (1983). *Αναλυτικά Προγράμματα για μια Νέα Εποχή την Εκπαίδευση*, Αθήνα: Γρηγόρης
- Χατζηγεωργίου, Ι. (1998), *Γνώθι το Curriculum*, Αθήνα, Άτραπος

-Συναφή επιστημονικά περιοδικά:

- *Journal of Curriculum studies*
- *Journal of European Curriculum Studies*
- *Παιδαγωγική Επιθεώρηση*
- *Θεωρία και Πράξη στις Επιστήμες της Αγωγής*