

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities, University of the Aegean		
ACADEMIC UNIT	Department of Mediterranean Studies & Department of Primary Education		
LEVEL OF STUDIES	Postgraduate Program "Analysis and Teaching of First, Second and Foreign Language"		
COURSE CODE	Y2	SEMESTER	7
COURSE TITLE	Educational Design and Language Teaching in Formal Education		
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	
	2	10	
<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>	General Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://dpms-linguistics.aegean.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>The students are invited to familiarize with different theoretical approaches concerning the teaching of a first, second/foreign language in formal education, as to be able:</p> <ul style="list-style-type: none"> • to adopt critical and visual literacy practices in the classroom

- to engage effectively in the implementation and evaluation of diverse educational activities and teaching practices
- to assess the role of teaching transformation in the professional development of teachers
- to develop social, critical and collaborative skills
- to select different teaching methods based on the educational needs and the socio-cultural characteristics of their students
- to critically analyze different text genres and language curricula
- to develop solid and effective evaluation and self-assessment criteria

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Adapting to new situations
- Decision-making
- Production of new research ideas
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking
- Working in an international environment
- Working in an interdisciplinary environment

(3) SYLLABUS

The aim of the course is to familiarize students with different theoretical approaches of teaching a first, second or foreign language through a comparative study of various curricula implemented in Greece and in other countries. The course examines various issues of teaching methodology and educational design, so that students can design and evaluate teaching interventions (lesson plans or teaching scenarios) based on the social and cultural characteristics of their students. It focuses on the critical understanding of a variety of texts - oral, written or hybrid- applying critical discourse analysis methods and multiliteracies pedagogy principles.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	(Blended Learning) Face-to-face & Distance learning
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, laboratory education, communication with students</p>																			
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. 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>	<table border="1"> <thead> <tr> <th data-bbox="659 376 979 409">Activity</th> <th data-bbox="979 376 1315 409">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="659 409 979 443">Lectures</td> <td data-bbox="979 409 1315 443">20 (0,8 ECTS)</td> </tr> <tr> <td data-bbox="659 443 979 477">Essay writing</td> <td data-bbox="979 443 1315 477">130 (5.2 ECTS)</td> </tr> <tr> <td data-bbox="659 477 979 555">Study and analysis of bibliography</td> <td data-bbox="979 477 1315 555">100 (4 ECTS)</td> </tr> <tr> <td data-bbox="659 555 979 589"></td> <td data-bbox="979 555 1315 589"></td> </tr> <tr> <td data-bbox="659 589 979 622"></td> <td data-bbox="979 589 1315 622"></td> </tr> <tr> <td data-bbox="659 622 979 656"></td> <td data-bbox="979 622 1315 656"></td> </tr> <tr> <td data-bbox="659 656 979 689"></td> <td data-bbox="979 656 1315 689"></td> </tr> <tr> <td data-bbox="659 689 979 723">Course total</td> <td data-bbox="979 689 1315 723">250 (10 ECTS)</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	20 (0,8 ECTS)	Essay writing	130 (5.2 ECTS)	Study and analysis of bibliography	100 (4 ECTS)									Course total	250 (10 ECTS)
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<p>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>Evaluation procedure:</p> <p><i>Language of evaluation: Greek</i></p> <p><i>Methods of evaluation:</i></p> <ol style="list-style-type: none"> <i>1. Essay/report on educational design (didactic scenarios)</i> <i>2. Oral presentations/laboratory work</i> <i>3. Problem solving</i> <p><i>The specifically defined evaluation criteria are given at the begging of the academic semester and are accessible to students at the Moodle platform designed for the needs of the course.</i></p>																			

(5) ATTACHED BIBLIOGRAPHY

<p>Archakis, A. & Tsakona, V. (2009). Parliamentary discourse in newspaper articles: The integration of a critical approach to media discourse into a literacy-based language teaching programme. <i>Journal of Language and Politics</i>, 8/3: 359-385.</p> <p>Beaugrande, R.–Al., Dresser, W. Ul. (1983). <i>Introduction to Text Linguistics</i>. London : Longman.</p> <p>Fairclough, N. (1989). <i>Language and power</i>. Harlow: Longman.</p> <p>Fairclough, N. (1992). <i>Discourse and social change</i>. Cambridge: Polity Press.</p> <p>Fterniati, A., Archakis, A., Tsakona, V., & Tsami, V. (2015). Scrutinizing humorous mass culture in class: A critical language teaching proposal. <i>The Israeli Journal of Humor Research: An International Journal</i> 4: 28-52.</p>

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- Oikonomakou, M. & Papakitsos, E. (2021). Language teaching and critical literacy curriculum in Greek primary education: Implementation and perspectives, *L1-Educational Studies in Language and Literature* 21(2021), 1-15.
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