

COURSE OUTLINE «DIDACTICS – AGRICULTURAL EDUCATION»

1. AIMS

The course aims at the familiarization of students with a) the basic concepts of (general and technical-occupational) education, b) the methodology of the design of curricula, c) the methods and practices of teaching (and learning) with emphasis on technical-occupational programmes (focusing on agricultural education) and d) the evaluation (of curricula and learning).

2. TEACHING STAFF

A. Koutsouris (Prof. AUA)
I. Skaltsa (Laboratory and Teaching staff)

3. INDICATIVE BIBLIOGRAPHY

EUDOXUS

Papadaki-Klavdianou, A. (2009) Agricultural Education, Grafima Eds., Thessaloniki (in Greek).
Kiouisis, G. (2018) Didactics of agricultural sciences, Embryo, Athens (in Greek)

GENERAL

Δερβίσης, Σ. (1998) Οι μαθητές μιας τάξης ως κοινωνική ομάδα και η ομαδοκεντρική διδασκαλία, Αθήνα, Gutenberg
Κατερέλος, Γ. (1999) Θεωρία και πράξη στην εκπαιδευτική σχέση: Κοινωνιοψυχολογική δυναμική της εκπαιδευτικής πρακτικής, Αθήνα, Ελληνικά Γράμματα.
Καψάλης, Α. και Νήμα, Ε. (2015) Σύγχρονη διδακτική, Κυριακίδης, Αθήνα
Κοσσυβάκη, Φ. (1998) Κριτική επικοινωνιακή διδασκαλία: Κριτική προσέγγιση της διδακτικής πράξης, Αθήνα, Gutenberg
Ματσαγγούρας, Η. (1995) Η εξέλιξη της διδακτικής: Επιστημολογική θεώρηση, Αθήνα, Gutenberg
Ματσαγγούρας, Η. (1998) Θεωρία και πράξη της διδασκαλίας: Θεωρία της διδασκαλίας (Η προσωπική θεωρία ως πλαίσιο στοχαστικο-κριτικής ανάλυσης), Αθήνα, Gutenberg
Ματσαγγούρας, Η. (1999) Θεωρία και πράξη της διδασκαλίας: Η σχολική τάξη (χώρος, ομάδα, πειθαρχία, μέθοδος), Αθήνα: Εκδ. Γρηγόρη
Ματσαγγούρας, Η. (2008) Ομαδοσυνεργατική διδασκαλία και μάθηση, Αθήνα: Εκδ. Γρηγόρη
Ματσαγγούρας, Η. (2009) Εισαγωγή στις επιστήμες της παιδαγωγικής: Εναλλακτικές προσεγγίσεις, διδακτικές προεκτάσεις, Αθήνα, Gutenberg.
Ματσαγγούρας, Η. (2012) Η διαθεματικότητα στη σχολική γνώση, Αθήνα: Εκδ. Γρηγόρη
Πετρουλάκης, Ν. (1992) Προγράμματα, εκπαιδευτικοί στόχοι, μεθοδολογία, Αθήνα: Εκδ. Γρηγόρη
Πηγιάκη, Π. (2003) Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας: Διδακτική μεθοδολογία, Αθήνα: Εκδ. Γρηγόρη
Τριλιανός, Θ. (1991 και 1992) Μεθοδολογία της διδασκαλίας (I και II), Αθήνα, Αφοι Τολίδη

4. SYLLABUS

- I. Education – Agricultural education: concepts, aims and contents (general education/ technical-occupational education/ training)
- II. The development of agricultural education a) in Greece and b) in the European Union Member-States
- III. Analysis of occupational needs – job analysis
- IV. Teaching and learning: conceptual boundaries of terms and processes; features, relationships and differentiations; teaching and learning principles and theories
- V. Aims and objectives: setting aims and objectives; objectives (formulation, taxonomies, usefulness)
- VI. Organization and conduct of teaching: methodological principles (educational psychology) and strategies; teaching methods
- VII. Contemporary teaching models: models of active, passive, individualistic, collaborative-participative learning; models developing critical and constructive thinking, meta-cognitive skills and democratic processes in the classroom
- VIII. Designing teaching: role and prerequisites of the teaching plan; the design of the hourly teaching plan

- IX. Education evaluation: definition and role of evaluation; the evaluation of students (criteria-subjective and objective tests); curriculum evaluation
- X. Presentation of students' (group) assignments

5. STUDENTS OBLIGATIONS

Students are informed from the beginning of the course about their obligations, lessons and course evaluation

Attendance is not obligatory

Students can, if so they wish, to undertake an assignment; they are evaluated and their performance counts in their final grading (marks)

6. STUDENTS' EVALUATION

Presentation of assignment (up to 20%)

Final written examination (80-100%)

7. LEARNING OUTCOMES

By successfully completing the course students will be able to

- Describe, distinguish and explain the fundamental concepts, theories and methodologies of general and technical/agricultural education (and training)
- Select and justify the appropriate strategies and teaching forms/techniques, and teaching aids which, under certain circumstances, will secure the success of the teaching intervention/event.
- Develop appropriate teaching/learning objectives, teaching plan and evaluation method(s) within a given curriculum.
- Develop a curriculum (aims and objectives, content/knowledge, learning experiences, structure/programme and evaluation)
- Evaluate a teaching intervention/event and a given curriculum
- Cooperate with peers to collect appropriate materials so as to put together and present a piece of work related to the course contents/interests

[An analytical account of the learning objectives is provided in the e-class]

8. CURRICULA IN WHICH THE COURSE IS INCLUDED

SCHOOL	APPLIED ECONOMICS & SOCIAL SCIENCES		
DEPARTMENT	AGRICULTURAL ECONOMICS & RURAL DEVELOPMENT		
LEVEL OF STUDIES	<i>Undergraduate (elective)</i>		
COURSE CODE	3615	SEMESTER	6
		HOURS PER WEEK	ECTS
		5	5
SCHOOL	PLANT SCIENCES		
DEPARTMENT	CROP SCIENCES		
LEVEL OF STUDIES	<i>Undergraduate (elective)</i>		
COURSE CODE	3615	SEMESTER	6
		HOURS PER WEEK	ECTS
		5	5
SCHOOL	ANIMAL BIOSCIENCES		
DEPARTMENT	ANIMAL SCIENCE AND AQUACULTURE		
LEVEL OF STUDIES	<i>Undergraduate (elective)</i>		
COURSE CODE	3615	SEMESTER	4
		HOURS PER WEEK	ECTS
		3	2
SCHOOL	FOOD AND NUTRITIONAL SCIENCES		

DEPARTMENT	FOOD SCIENCE & HUMAN NUTRITION		
LEVEL OF STUDIES	<i>Undergraduate (elective)</i>		
COURSE CODE	3615	SEMESTER	8 ^o
		HOURS PER WEEK	ECTS
		5	5
SCHOOL	APPLIED BIOLOGY & BIOTECHNOLOGY		
DEPARTMENT	BIOTECHNOLOGY		
LEVEL OF STUDIES	<i>Undergraduate (elective)</i>		
COURSE CODE	3615	SEMESTER	2 ^o
		HOURS PER WEEK	ECTS
		3	3