

COURSE OUTLINE

1. GENERAL

SCHOOL	FOOD AND NUTRITIONAL SCIENCES		
ACADEMIC UNIT	FOOD SCIENCE & HUMAN NUTRITION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	3615	SEMESTER	8
COURSE TITLE	DIDACTICS – AGRICULTURAL 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
LECTURES AND LITERATURE STUDY & ANALYSIS		5	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://mediasrv.aua.gr/eclass/courses/AOA173/		

2. LEARNING OUTCOMES

Learning outcomes 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. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes This is an introductory course in the main concepts, methodologies and practices of didactics focusing on technical-occupational education (with emphasis on agricultural education) 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 to put together and present a piece of work related to the course contents/interests.

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>Teamwork</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>

- Search for, analysis and synthesis of data and information with the use of necessary technologies
- Decision making
- Working independently
- Teamwork
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

- I. Didactics: concept, content, aim; major figures from ancient Greece to date
- II. Teaching and learning: conceptual boundaries of terms and processes; features, relationships and differentiations; teaching and learning principles and theories
- III. Aims and objectives: setting aims and objectives; objectives (formulation, taxonomies, usefulness)
- IV. Organization and conduct of teaching: methodological principles and strategies; teaching methods
- V. 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
- VI. Organization and direction of the classroom: the social and organizational environment of the classroom; distribution of the teaching time; rules of work and behaviour in the classroom; inter-personal relationships in the classroom
- VII. Designing teaching: role and prerequisites of the teaching plan; the design of the hourly teaching plan
- VIII. Technology and didactic practice: necessity and role of technology in teaching; selection and use of teaching aids.
- IX. Education evaluation: definition and role of evaluation; the evaluation of students (criteria-subjective and objective tests); programme evaluation.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class (face-to-face)										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICTs in teaching and assignment presentation Use of e-class Communication with students (e-class)										
TEACHING METHODS <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> <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>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>65</td></tr> <tr> <td>Literature review, written assignment and presentation</td><td>21</td></tr> <tr> <td>Autonomous study</td><td>39</td></tr> <tr> <td>Course total</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	65	Literature review, written assignment and presentation	21	Autonomous study	39	Course total	125
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Lectures	65										
Literature review, written assignment and presentation	21										
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Course total	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Two formative and/or one summative examinations comprising short answers to questions and short texts development (60%) II. Written group work & public presentation (40%)										

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: ➤ 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 ➤ Κιούσης, Γ. (2018) Διδακτική γεωργικών επιστημών, Αθήνα, Έμβρυο. ➤ 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
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- 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
- Παπαδάκη-Κλαυδιανού, Α. (2009) Γεωργική Εκπαίδευση, Εκδ. Γράφημα, Θεσ/νικη.
- Πετρουλάκης, Ν. (1992) Προγράμματα, εκπαιδευτικοί στόχοι, μεθοδολογία, Αθήνα: Εκδ. Γρηγόρη
- Πηγιάνη, 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
- Φλουρής, Γ. (2003) Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης, Αθήνα: Εκδ. Γρηγόρη
- Φράγκος, Χ. (1984) Ψυχοπαιδαγωγική, Αθήνα, Gutenberg
- Talbert, B. A., Vaughn, R., Croom D. B. and J. S. Lee (2007) Foundations of Agricultural Education, Danville, ILL., PEP Books.
- The Journal of International Agricultural and Extension Education <https://www.iaaee.org/>
- The Journal of Agricultural Education & Extension <http://www.tandfonline.com/toc/raee20/current>
- Proceedings of IFSA/Europe Group Symposia <http://ifsa.boku.ac.at/cms/index.php?id=2>