

COURSE LAYOUT

1. GENERAL

SCHOOL	School of Animal Biosciences		
DEPARTMENT	Animal Science		
STUDY LEVEL	<i>Undergraduate</i>		
COURSE CODE	3615	SEMESTER	4th
COURSE TITLE	DIDACTICS – AGRICULTURAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Theory, Laboratory Practicals		3	3
COURSE TYPE (Foundation course, General knowledge, Scientific area, Developing skills)	General knowledge		
PREREQUISITES	None		
LANGUAGE	Ελληνική GREEK		
IS THE COURSE OFFERED for ERASMUS STUDENTS?	YES (IN ENGLISH)		
COURSE WEB PAGE	https://mediasrv.aua.gr/eclass/courses/AOA173/		

2. LEARNING OUTCOMES

Learning Outcomes
<p>This is an introductory course in the main concepts, methodologies and practices of didactics focusing on technical-occupational education (with emphasis on agricultural education)</p> <p>By successfully completing the course students will be able to</p> <ul style="list-style-type: none"> • 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. • Evaluate a teaching intervention/event and a given curriculum <ul style="list-style-type: none"> Cooperate with peers to collect appropriate materials so as to put together and present a piece of work related to the course contents/interests.
General Competences
<ul style="list-style-type: none"> • DECISION MAKING • AUTONOMOUS WORK • GROUP WORK • APPRECIATE DIFFERENCE AND MULTICULTURALITY • CAPABILITY FOR CRITISISM AND SELF-CRITICISM • DEVELOPMENT OF FREE, CONSTRUCTIVE AND INDUCTIVE THINKING

3. COURSE CONTENT

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- 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 behavior in the classroom; interpersonal 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.
- X. The contemporary teacher: role and effectiveness

4. TEACHING and LEARNING METHODS - Evaluation

TEACHING METHOD	IN CLASS (FACE-TO-FACE)	
USE OF INFORMATICS and COMMUNICATION TECHNOLOGIES	Use of ICTs in teaching and assignment presentation Use of e-class Communication with students (email and e-class)	
TEACHING ORGANISATION (Lectures, individual or group assignments, field trips, individual study et.c.)	Activities	Workload per semester
	LECTURES	39
	LITERATURE STUDY& ANALYSIS – WRITTEN ASSIGNMENT	16
	AUTONOMOUS STUDY	20
	Total contact hours and training	75
STUDENTS EVALUATION	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. BIBLIOGRAPHY

- 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.
- Κοσσυβάκη, Φ. (1998) Κριτική επικοινωνιακή διδασκαλία: Κριτική προσέγγιση της διδακτικής πράξης, Αθήνα, Gutenberg
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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

Φλουρής, Γ. (2003) Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης, Αθήνα: Εκδ. Γρηγόρη

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