

**UNIVERSITY OF WESTERN MACEDONIA**  
**DEPARTMENT OF PRIMARY EDUCATION**

**POSTGRADUATE STUDIES GUIDE**

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## 1. A Greeting from the Program Director

The Postgraduate program “History, Teaching History, Education Policy” aims at providing a master's degree specializing in the science of History. It focuses on research or teaching issues of the specific historical field and is particularly committed to the promotion of local historical research.

Graduates of the program can become better teachers, more active citizens with historical-research interests, researchers with thorough knowledge of the methodology and of the field trends. Therefore, they are able to expand the opportunities of their professional future in local, public, municipal or private archives, libraries, cultural associations, historical research centers etc.

Above all, however, the specific Postgraduate program aims at the promotion of research and the change of local society through the interaction with this program. The Postgraduate program has recently undertaken the responsible task of raising awareness of the living monuments and historical remains of Florina in the light of the initiative of the Municipality of Florina. This fact will be –in our opinion– the prototype for the realization of this goal.

The Director of the Postgraduate program

Iliadou-Tahou Sofia

Professor

## 2. Regulation of Studies

### Article 1

#### Subject – Goal – Aim – Duration

According to paragraphs a & b, article 30 of Law no. 4485/2017, Postgraduate programs are governed by scientific coherence and aim "at further knowledge promotion; the development of research and the arts, as well as the fulfilment of the educational, research, social, cultural and developmental needs of the country, in training high-level scientists capable of contributing to theoretical and applied areas of specific disciplines, special thematic units or sub-disciplines of the cognitive subjects related to the first cycle of studies of the relevant Departments".

#### 1. Subject of the Postgraduate program

The subject of the Postgraduate Program is the research and study of the scientific fields of History, Teaching History and Education Policy.

#### 2. Goal and aims of the Postgraduate program

The goal of the Postgraduate program focuses on providing higher education graduates with specialized scientific knowledge and skills referring to the ways according to which the research of the scientific fields of History, Teaching History and Education Policy is structured.

Specialization and aims of the Postgraduate program are the following:

- i. Providing specialized knowledge regarding the current scientific developments and epistemological developments in History Education and Education Policy;
- ii. Synthetic approach to the meaning, goals and aims of History Education and Education Policy;
- iii. Training specialized graduates with a solid theoretical background so that they can be capable of analyzing versatile aspects of core issues related to History, Teaching History and Education Policy as well as critically analyzing them;
- iv. Providing high level of training regarding the academic approach of teaching and education policy issues as well as providing specialized knowledge regarding research and study in the field;
- v. Providing high level of training regarding teaching traumatic events of history;
- vi. Providing high level of training regarding the policies related to memory;
- vii. Equipping graduates with the appropriate skills for their employment in local or general Archives, History and Cultural Centers, research centers etc. as well as with skills related to library organization and archival collections;
- viii. Providing high level of postgraduate studies;
- ix. Developing critical and research skills required for PhD studies.

#### 3. Postgraduate program duration

The Postgraduate Program has been operating since the academic year 2020 and will be operating till 2025 for five (5) years, and then the potential of continuing its operation will be assessed according to the ordinance of paragraph 8, article 32, Law no. 4485/2017 (Government Gazette A, 114).

## **Article 2**

### **Postgraduate Titles**

The Postgraduate program awards a Diploma of Postgraduate Studies (MSc) entitled "Education Sciences: History, Teaching History, Education Policy".

## **Article 3**

### **Administration of the Postgraduate Program**

**(articles 31, 44 and 45 of Law no. 4485/2017)**

Competent bodies for the management, administration and operation of the Postgraduate Program are:

#### II. The Senate of the Institution

The Senate of the Institution is the competent body for academic, administrative, organizational and financial issues of the Postgraduate Program and exercises activities related to the Postgraduate Program, which are not specifically assigned to other bodies by law.

#### II. The Assembly of the Department

The Assembly of the Department has the responsibilities defined in paragraph 3 of article 31, Law 4485/2017.

#### III. The Steering Committee (SC) of the Postgraduate Program

The Steering Committee (SC) of the Postgraduate Program consists of five (5) members of the Department educational staff, who have undertaken postgraduate work and are elected for a two-year term by the Assembly of the relevant Department. According to article 34, Law 4485/2017, the SC is responsible for monitoring and coordinating the operation of Postgraduate Programs. If the Postgraduate Program includes a postgraduate thesis, candidates fill in an application defining the title, the supervisor and a thesis abstract. The SC decides on the supervisor and defines the three-member evaluation committee including the supervisor. Students must present and defend their thesis in front of the evaluation committee.

The Director of Postgraduate Program presides over the SC and their term may be renewed once.

At the end of the SC term, under the responsibility of the outgoing Director, a detailed report of the research and educational work of the Postgraduate Program, as well as of its other activities is compiled, with the aim of studies upgrade, the best utilization of human resources, the optimization of the existing infrastructure and the socially beneficial use of the available resources of the Postgraduate Program (Article 44, paragraph 2).

#### IV. The Committee of the Postgraduate Studies

The proposal of the Department Assembly is forwarded to the Senate through the Committee of Postgraduate Studies, which judges its integrity. In case, it deems the proposal incomplete, it returns it to the Assembly (par.5, article 32).

#### V. The Director of the Postgraduate Program

The Director of the Postgraduate Program is a professor or an associate professor of the same or related subject and is appointed together with their deputy for a two-year term by the Department Assembly. The Director of the Postgraduate Program must meet the conditions of paragraph 8, article 31, Law 4485/2017. The Director is also a member and a President of the SC, cannot be appointed for more than two (2) consecutive terms and is not entitled to additional remuneration for their administrative work.

VI. The six-member Scientific Advisory Committee (SAC)

The six-member Scientific Advisory Committee (SAC) is responsible for the external academic evaluation of the Postgraduate Program (paragraph 3 of article 44, Law 4485/2017).

#### **Article 4**

##### **Candidates' categories**

**(paragraphs 1,7 and 8, article 34 of Law 4485/2017)**

In the Postgraduate program "Education Sciences: History, Teaching History, Education History", graduates of the first cycle of studies of Greek universities or equivalent institutions abroad are accepted. Also, graduates of Technological Institutions with relevant subject or of other Higher Schools can be accepted according to an Assembly decision.

Foreign degrees are certified with a certificate of equivalence and correspondence according to Hellenic National Recognition and Information Center.

The Greek language adequacy for foreign candidates is proven when: a) the candidate has completed secondary education in Greece or in a Greek-speaking school abroad, b) holds a degree in Greek literature from an equivalent Higher Education Institution abroad, c) has completed a full cycle of undergraduate studies in a Greek Higher Education or Technological Institution or holds a certificate of at least two (2) years of successful attendance in a Greek Higher Education Institution or Technological Institution and d) holds a certificate of Greek language proficiency from a state-recognized institution providing such certificates to foreigners.

#### **Article 5**

##### **Number of entrants-Selection criteria-Evaluation process**

**(articles 34 and 45 of Law 4485/2017)**

###### **1. Number of entrants**

The number of students admitted per year is set at a maximum of twenty-four (24) postgraduate students. Only one member of the Special Teaching Staff, the Laboratory Teaching Staff as well as a member of the Technical Personnel, serving at the relevant Department organizing the program can be admitted as supernumeraries per year provided that they meet the conditions of paragraph 1, article 34.

Candidates can also be final-year students, who will have successfully completed the obligations of their undergraduate studies before the end of the enrollment and will meet all admission requirements for the Postgraduate program.

The maximum number of students per professor is three (3) (article 45, paragraph 1b, Law 4485/2017).

###### **2. Criteria and application process**

During a specified period of each year, a call for expression of interest for Postgraduate Program entrants is published in the website of the University of Western Macedonia and the Department of Primary Education, in which the following are specified:

- Categories of graduates / candidates
- The necessary formal and substantive qualifications of the candidates
- The way and the criteria regarding the candidates' evaluation
- The dates for the submission of applications-supporting documents

In case the admission method requires a written examination, the procedure should be specified: the number and the material of the examined courses, the examination dates as well as the way of evaluation.

The candidates' applications are submitted electronically, collected, recorded by the Secretary of the Postgraduate program and are forwarded to the Steering Committee (SC). Applications are considered valid, if a file with the required supporting documents is submitted within the set deadline, which can either be submitted in person or sent by post to the Secretary of the Postgraduate Program. Applications that are not accompanied by the necessary supporting documents or are submitted beyond the set deadline (the submission date is defined by the Post Office stamp) are not taken into consideration during the candidates' selection process. The supporting documents are not returned.

The candidates' selection process is completed each year, in September.

The candidates should submit the following required documents to the Secretary of the Postgraduate Program:

1. Application and CV submitted electronically.
2. The submitted application must be printed and included in the application file.
3. Copy of Degree / Diploma (foreign diplomas are certified with a certificate of equivalence and correspondence from the Hellenic National Recognition and Information Center)
4. Certificate of the transcript of records (where the exact average score will be indicated / the foreign diplomas are certified with a certificate of equivalence and correspondence from the Hellenic National Recognition and Information Center).
5. Certificate of foreign language competency, level B2 or higher, by a recognized body.

If the candidate does not hold a certificate of foreign language competency but has the required knowledge, according to the Steering Committee's decision, they can be examined by a committee organized to this end.

6. Simple photocopy of the ID card.

The scoring of the application file submitted by the candidate is based on the following selection criteria:

Table of Evaluation Criteria	
No	Criteria
1	Degree grade x1 (in case of more than one degree, the most relevant title is taken into consideration)
2	Transcript of records in courses relevant to the subject of the Postgraduate Program (maximum number of two courses, course degree x 0,5)
3	Foreign language competency, Level B2 and Higher
4	Graduate Diploma Thesis Relevant to the Postgraduate Program Relevant to Education Sciences Irrelevant to the Postgraduate Program
5	Certified participation in research programs of a distinguished body in subjects relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 5 semesters)
6	Professional activity relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 6 semesters)
7	Certified participation in training programs of a distinguished body relevant to the subject of the Postgraduate Program (minimum time of 1 semester, maximum time of 4 semesters)
8	Postgraduate title (in case of more than one title, the most relevant with the Postgraduate program title is selected)
9	PhD
10	Papers published in valid journals (maximum number of papers 5)
11	Interview

The aforementioned criteria as well as the scoring can be transformed according to each call of interest.

### 3. Process of evaluating candidate applications

The control and the evaluation of the supporting documents is carried out by the Selection / Examination Committee, appointed by the Department Assembly. The Selection/ Examination Committee proposes to the Steering Committee of the Postgraduate Program.

The candidates' evaluation is implemented in three phases:

- a) In the first phase, a check of the candidates' formal / necessary qualifications is carried out.
- b) In the second phase, the supporting documents are scored based on criteria, so that candidates can be ranked according to their evaluation
- c) In the third phase, an interview is carried out regarding cognitive issues related to the program subject as well as candidates' personality.

After the process completion, the Steering Committee receives the candidates' evaluation ranking from the Selection/Examination Committee, carries out the final checks and decides on the candidates' admission. Then, after a suggestion by the Steering Committee, a table of the successful candidates' evaluation rankings is compiled, approved by the Assembly and posted on the Postgraduate Program website.

The successful candidates are invited to validate their registration in the specific Postgraduate Program within five (5) days after the publication of their rankings. In case of refusal, the first runner-up is called immediately by phone. Then the table of entrants is



compiled in which all candidates tied with the last successful candidate are included, if there are cases as such.

By registering, candidates accept the operating conditions and the corresponding obligations of the Postgraduate program. They are also obliged to pay the relevant tuition fees, with the first part (installment) being paid within fifteen (15) days from their notification and acceptance of the Postgraduate Program attendance. The tuition fees are deposited in a bank account of the Special Account for Research Grants of the University of Western Macedonia, which will be indicated by the Secretary of Postgraduate Program.

## **Article 6**

### **Duration and conditions of studies**

**(articles 33,34 and 45 of Law 4485/2017)**

1. The duration of studies is set as three (3) semesters, which includes the time for elaboration and evaluation of a Postgraduate thesis.

Students are obliged to present their Postgraduate thesis in a year after the date of the thesis acceptance and the organization of the evaluation committee. Postgraduate students will have the possibility of one-year extension after their application and a decision of the Steering Committee. In any case, students are deleted from the program without further notification after two (2) years from the thesis assignment.

2. In exceptional cases, by decision of the Assembly, it is possible for candidates to be granted a study suspension for a period not exceeding two (2) consecutive semesters. Suspension time is not counted in the maximum studies duration. After the end of the study suspension, the postgraduate student is obliged to attend all courses, seminars, internships, etc. for which they have not been successfully evaluated before their study suspension. Students applying for study suspension should pay all tuition fees before they are granted with the suspension. This way, upon their return, they can continue their studies without further financial obligations.
3. Indicative reasons for deletion may be the following:
  - students' insufficient progress (non-participation in the educational process, attendance and examinations)
  - improper fulfillment of other obligations, as defined by the Postgraduate Program Guide (non-payment of tuition fees, exceeding the maximum expected study time)
  - application of the postgraduate students themselves or behavior that offends academic ethics, e.g. plagiarism.
4. The Assembly decides on issues of course review or deletions, following a proposal by the Steering Committee.
5. Postgraduate students are entitled to:
  - Academic identity.
  - Email account of the University of Western Macedonia
  - Access to the libraries of the University of Western Macedonia
  - Access to the electronic database, to which the University of Western Macedonia is a subscriber (Hellenic Academic Library Link, HEAL Link)

The relevant Department must provide facilities to postgraduate students with disabilities or special educational needs.

Tuition fees

The Postgraduate program includes tuition fees which amount to the total of two thousand four hundred euros (2,400). The imposition of tuition fees is considered necessary because the conditions of paragraph 1, article 37, Law 4485/2017 could ensure sources for the program's function only under certain circumstances and cannot be taken into consideration regarding the revenues. The tuition fees are paid on specified dates, notified in a timely manner. The first installment (1000 euros) is paid upon registration and the rest at the beginning of the semesters (2nd installment-1000 euros, 3rd installment-400 euros). In case of studies interruption, the already paid tuition fees are not refundable.

Postgraduate students whose income (individual or family) does not exceed one hundred percent (100%) (for individual income), and seventy percent (70%) (for family income) of the national, average equivalent income are exempt from tuition fees. Exempt students should not exceed thirty percent (30%) of the total number of students admitted to the Postgraduate Program; while this refers to their participation in only one Postgraduate Program. According to article 35 of Law 4485/2017, if the beneficiaries exceed the above percentage, they are selected according to ranking starting from those who have the lowest income. The application for tuition fees exemption is submitted by the applicants to the Secretary of the Postgraduate program after the completion of the students' selection process. Under no circumstances does the financial weakness stand as a reason for not being selected in the Postgraduate program.

#### Students' obligations

The postgraduate students who enroll in the Postgraduate Program are obliged:

- To continuously attend the courses and the activities of the current curriculum.
- To submit the required courses assignments on time and within the stipulated deadlines.
- To fulfill their financial obligations on the dates set by the Secretary of Postgraduate Program.
- To respect and abide by the decisions of the Postgraduate Program bodies as well as academic ethics.
- To participate in educational activities, conferences, workshops, symposia, etc. organized by Postgraduate program.
- The scholars are additionally obliged, by Assembly decision, to offer supportive work in the courses, the Laboratories, the Research etc.

### **Article 7**

#### **Curriculum –Test of knowledge**

**(articles 34 and 45, Law 4485/2017)**

#### Program Duration, Structure and Content

For obtaining the Postgraduate program Diploma "Education Sciences: History, Teaching History, Education Policy", a total of ninety (90) credits (ECTS) is required. The Postgraduate Program is structured in three (3) academic semesters; specifically, thirty (30) credits (ECTS) for the courses of the 1st and 2nd semester and thirty (30) (ECTS) for the postgraduate thesis development.

Each course corresponds to twenty-six (26) teaching hours.

Courses are either mandatory or optional. Optional courses are taught only if it is selected by at least three (3) postgraduate students.

Courses are taught in Greek or/and other foreign languages. Postgraduate thesis can be either written in Greek or/and English (or in another foreign language).

The syllabus is structured as follows:

<b>1<sup>st</sup> Semester</b>			
<b>Mutual for all students</b>			
Without evaluation – Choose 1 out of the 2 courses			
No	Course	Semester	ECTS
1	Research Methodology in History	1 <sup>st</sup>	7,5
2	History research and new technologies	1 <sup>st</sup>	7,5
4 compulsory courses with evaluation			
1	Modern Greek history	1 <sup>st</sup>	7,5
2	Historical sources	1 <sup>st</sup>	7,5
3	Introduction to teaching: History culture, thought and consciousness		
4	History of education and educational policy	1 <sup>st</sup>	7,5
Total Semester ECTS			30

In the 2<sup>nd</sup> semester, students can be specialized in one of the two offered domains, which are not reported in the Postgraduate Degree.

<b>2<sup>nd</sup> Semester</b>			
<b>Specialization: History Education and Teaching History (choose 4 out 5 courses)</b>			
No	Course	Semester	ECTS
1	Contemporary teaching means: from school textbooks to cinema and Internet	2 <sup>nd</sup>	7,5
2	Contemporary approaches in the History curriculum design	2 <sup>nd</sup>	7,5
3	Studies of memory and historical trauma. The process of collective trauma in Historiography and Public History	2 <sup>nd</sup>	7,5
4	Art as History – History as Art	2 <sup>nd</sup>	7,5
5	Educational strategies and representations in Teaching History	2 <sup>nd</sup>	7,5

Total Semester ECTS	30
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<b>2<sup>nd</sup> Semester</b>			
<b>Specialization: History, Education Policy and History of Education (choose 4 out of 6 courses)</b>			
No	Course	Semester	ECTS
1	Local History: politics, economy, society and education	2 <sup>nd</sup>	7,5
2	Ancient, Byzantine and Modern History	2 <sup>nd</sup>	7,5
3	Modern Greek History	2 <sup>nd</sup>	7,5
4	Educational systems in Europe and Greece	2 <sup>nd</sup>	7,5
5	Special issues of education policy: gender, immigration problem, special education	2 <sup>nd</sup>	7,5
6	Education and public perception: newspapers, literature, theatre, cinema, fine arts	2 <sup>nd</sup>	7,5
Total Semester ECTS			30
<b>3<sup>rd</sup> Semester</b>			
Postgraduate Thesis			30

According to an Assembly justified decision (describing the manner and means of teaching), part of the training can be carried out through distance learning (up to 35% of the courses).

#### Course schedule

The beginning of the winter semester is set at the beginning of October, while the spring semester respectively starts at the end of February and lasts for thirteen (13) full weeks. Courses are taught on weekdays in the afternoon or on Saturdays and/or Sundays (compact and intensive courses) for the working students' convenience.

Courses are taught at the premises of the University of Western Macedonia.

Upon the Assembly proposal, the curriculum can be modified and redistributed.

### **Article 8**

#### **Postgraduate students' evaluation**

Students' evaluation for each course is carried out by the professor in a way predefined by them before the beginning of the lectures (examination / assignment / or a combination of these two). Their performance is evaluated on a scale of 1-10 (5 is set as the minimum successful grade). Students who fail the course exams or assignment delivery resit the exams or resubmit their assignments in September.

If postgraduate students fail the course/courses examination, so that –according to the Postgraduate Studies Regulation– it is considered that they have not successfully

completed the program, they are examined, at their request, by a three-member faculty committee, whose expertise is the same or a related subject with the examined course. The committee is defined by the Department Assembly. The person responsible for professors' examination is excluded from the committee (Article 34, paragraph 6). In case the committee evaluates students poorly, they are obliged to attend the course anew.

Instructors are obliged to publish the results of their courses' examinations or assignments no later than forty (40) days from the delivery of the assignments/examinations.

Postgraduate students are obliged to systematically attend the lectures and other activities for each course. The limit of absences that each postgraduate student is entitled to is a maximum of 8 teaching hours for each course, regardless of whether these absences are justified or unjustified. For a larger number of absences, the Steering Committee decides on the repetition of the course or the postgraduate student's exclusion from the Postgraduate program.

## **Article 9**

### **Postgraduate Thesis**

1. At the beginning of the 3<sup>rd</sup> semester, after postgraduate students have been successfully examined in all courses, they submit an application to the Department Assembly for the approval of a postgraduate thesis development, proposing a supervisor, after the necessary communication. The application is accompanied by a summary of the proposed thesis. Members of the faculty staff of any Higher Institution of Department may be defined as supervisors provided that they participate in the Postgraduate program teaching process. The supervisor is responsible for monitoring and controlling the thesis progress as well as for whether the research objectives and specifications are met.
2. The members of the Three-Member Examination Committee must have the same or related scientific expertise to the Postgraduate program subject, which should, also, be simultaneously related to the topic of the Postgraduate Thesis.
3. Postgraduate thesis can be written in a foreign language, upon agreement with the supervisor and with the approval of the Department Assembly.
4. Changes in the Postgraduate Thesis topic are not possible. Partial changes in the title can be realized in case the supervisor applies for this purpose on condition that the meaning of the Postgraduate thesis is not distorted. The change in the postgraduate thesis topic is not considered a reason for extension of the deadlines.
5. In exceptional cases, after the supervisor's application, it is possible to replace the supervisor or a member of the Three-Member Examination Committee following a decision of the Assembly of the relevant Department which evaluates if there is an objective weakness or an important reason. Postgraduate students cannot apply for a supervisor's replacement.
6. The Postgraduate thesis should range from 20,000 to 40,000 words. Details and requirements regarding the Postgraduate thesis are described in the Postgraduate Thesis Guide. After the thesis approval and acceptance by the Three-Member Examination Committee, the final evaluation, which includes an oral development of the subject before the three-member Examination Committee, is set for a specified period of time. In case students are not capable of attending the examination in person according to verified data, they can be examined through distance mode. The

postgraduate thesis is presented in a period of 20 days after the supervisor approves it.

After the Postgraduate Thesis' approval by the Three-member Examination Committee, it is mandatorily uploaded at the website of the relevant School as well as at the Institutional Repository of Scientific Papers of the University of Western Macedonia (<https://dspace.uowm.gr/xmlui>).

7. Before approval, Postgraduate Theses are mandatorily checked for plagiarism with the use of the software Turn it in Originality Check.
8. In verified cases of plagiarism, after the supervisor's justified suggestion, the Assembly may decide on the candidate's deletion from the Postgraduate program.
9. The maximum time for the Postgraduate Thesis submission is twelve (12) months from the date of its approval by the Department Assembly. In special cases, upon request of the interested party and approval by the Assembly, the time may be extended for up to one (1) year and in any case it will not exceed the maximum time allowed to complete the studies.
10. The general grade of Postgraduate program Diploma is defined by the ten-point scale and it arises from the average of the grades of the individual courses and the postgraduate thesis (weighting factors are calculated). The rating scale awarded is: "Excellent" (8.5-10), "Very Good" (6.5-8.49) and "Good" (5-6.49).

#### **Article 10**

##### **Course and professors' evaluation**

After completing a course, postgraduate students are invited to evaluate the course through an electronic questionnaire (available on the website of Quality Assurance Unit of University of Western Macedonia: <https://modip.uowm.gr/fe/>).

#### **Article 11**

##### **Scholarships**

**(articles 35 and 45, Law 4485/2017)**

By decision of the Department Assembly, the Postgraduate program may grant scholarships to postgraduate students based on academic, objective criteria (e.g. average previous semester grade, excellence, compensatory scholarship, student obligations etc).

#### **Article 12**

##### **Teaching Staff**

The teaching staff selection in the Postgraduate program is defined by the Department Assembly. The staff selection criteria are the relevance of their expertise, their experience as well as their teaching and research work in accordance with the Postgraduate program scientific field.

Teaching in the Postgraduate program can be undertaken by:

1. Professors and Lecturers of the Department.
2. Members of the Special Teaching Staff, Laboratory Teaching Staff and the Technical Personnel, PhD holders from the relevant Department, unless the subject is of exceptional and indisputable specificity for which it is not possible or usual to prepare a doctoral thesis.
3. Teachers according to the Presidential Decree 407/80.
4. Emeritus Faculty members as well as retired Faculty members of the Department after an Assembly's decision with substantiated justification (paragraph 8, article 16, Law 4009 / 2011, as in force, and paragraph 1b, article 45, 4485/2017).
5. In case the teaching staff of the aforementioned categories is not enough, with a reasoned decision, the Department Assembly with a Steering Committee's relevant suggestion may assign teaching to faculty members from other Departments of the same Institution; to invite faculty members of other Institutions or researchers from research centers of the article 13A, Law 4310/2014 (A 258).
6. The Department Assembly, according to the Director's suggestion, may decide to invite as guests –from Greece or abroad– renowned scientists who have the position or qualifications of a professor or researcher in a research center; artists or renowned scientists with specialized knowledge or relevant experience to the Postgraduate program field, in accordance with paragraph 5, Article 36. By Assembly decision, PhD holders can be hired to assist in teaching and exercises.

### **Article 13**

#### **Graduation Ceremony**

Graduation ceremony is defined by the requirements described in the Internal Regulation of the Department.

### **Article 14**

#### **Simultaneous educational and research activities**

In addition to course teaching, during the Postgraduate program, simultaneous educational and research activities can take place, such as lectures, conferences, workshops, etc. A certificate of attendance is issued for the participants in the simultaneous educational activities.

### **Article 15**

#### **Income – Postgraduate program financial management**

##### **1.1. Postgraduate program sources of income**

- Students' tuition fees.
- Donations, benefits, bequests and any kind of sponsorships from the public sector, as demarcated in paragraph 1, article 14, Law 4270/2014 (A 143), or from the private sector.
- Sources from research programs.
- Sources from European Union programs or other international organizations.
- Other transparent cash inflows.

The Postgraduate program tuition fees for each postgraduate student amount to the total of 2,400 euros and are paid in three installments: the first, 1000 euros at their registration and the others (the second, 1000 euros and the third, 400 euros) at the beginning of the semesters in a special account of the University Research Committee. Tuition fees are utilized for the needs that arise throughout the program operation and not only in the semester to which they correspond.

#### 1.2. Postgraduate program operating expenses

- The teaching staff remuneration for teaching or Postgraduate thesis supervision.
- Expenses for the production of educational material. This amount is determined by the Assembly and is dependent on the Postgraduate program finances.
- PhD candidates' remuneration for the support of educational and supportive-operating activities of the Postgraduate program.
- Remuneration of external partners to support both the operation of the Postgraduate program (online learning-finances) and the educational process.
- Expenses for the administrative support of the Postgraduate program
- Compensation for traveling and accommodation of professors and invited speakers.
- Financial coverage for the organization of Workshops, Seminars, Symposia, Conferences, International Conferences with the participation of scientists from Greece and abroad.
- Financial coverage of publishing activities (Conference Proceedings, forms of promotion and advertising of the Postgraduate program "Education Sciences", honorary plaques or honorary volumes, scientific / teaching manuals related to the Postgraduate program subject, etc.).
- Purchase of books, CDs, CD-ROMs, DVDs and, in general, appropriate printed and digital material for the establishment of a small special library covering the special needs of the Postgraduate program.
- Purchase of educational material (including psychometric tests) to support the courses of Postgraduate program.
- Sponsorships (in money or in educational material) to bodies related to the Postgraduate program (University Departments, Institutes, Institutions, etc. based in Greece or abroad).
- Purchase of office supplies for the needs of the secretarial support and the educational process.
- Purchase of materials and equipment (PCs, etc.) for the smooth teaching process.
- Expenses of the secretarial support as well as of the educational activities supervision and support.
- Subscriptions to scientific journals related to the Postgraduate program
- Coordinators' remuneration for participation in conferences related to the Postgraduate program scientific field.

Budget is formulated according to the number of entrants.



The teaching staff and the professors' remuneration is defined according to article 36, Law 4485/2017 and the legislation. The amount of all the above compensations is determined by the Assembly after Steering Committee's suggestion taking into account the Postgraduate program finances. The Department Assembly decides regarding any necessary tuition fees adjustment as well as teaching staff remuneration and its adjustment.

#### **Article 16**

##### **Regulation Amendments**

The Internal Operating Regulation provisions may be amended upon a substantiated recommendation, by a decision of the competent bodies, in accordance with legislation.

#### **Article 17**

##### **Other issues regulation**

For those issues not provided by the Regulation of Postgraduate Studies, the Department Assembly is responsible.

### 3.Call for expression of interest



HELLENIC REPUBLIC  
UNIVERSITY OF WESTERN MACEDONIA  
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF PRIMARY EDUCATION  
POSTGRADUATE PROGRAM  
“EDUCATION SCIENCES: HISTORY, TEACHING HISTORY AND EDUCATION POLICY”

#### **CALL FOR EXPRESSION OF INTEREST**

#### **ACADEMIC YEAR 2021-2022**

Duration of Studies: Two (2) Semesters and Postgraduate Thesis

The Department of Primary Education of the School of Social Sciences and Humanities of the University of Western Macedonia, in the context of the Master's Program "Education Sciences: History, Teaching History and Education Policy" (Government Gazette 1762/vol. B/08-05-2020 & Government Gazette 4578/vol. B/16-10-2020) invites interested parties to apply for the academic year 2021-2022.

For the academic year 2021-2022, fifty-two (52) postgraduate students will be admitted in the program. In the event of a tie, students candidates with the same scoring number will be admitted as supernumeraries.

Lessons can be conducted through face-to-face methods intensively as well as through the use of synchronous and asynchronous online communication, as defined by the current legislation. The courses will be carried out in Greek and, if there is an expression of interest from a sufficient number participants who do not speak Greek, lessons will also be, additionally, conducted in English.

Studying at the Postgraduate program requires payment of tuition fees which amount to the total 2. 400 euros, according to the current Regulation of Studies (Government Gazette 3549/vol. B/27-8-2020). The first installment of 1000€ is paid upon registration and the rest at the beginning of the semesters (2nd installment 1000€, 3rd installment 400€).

Postgraduate students of Postgraduate program are exempted from tuition fees in accordance with the terms and conditions set by the current legislation (no. 35, par. 2, Law 4485/17).

Graduates of the first cycle of studies of Greek universities or equivalent institutions abroad are accepted in the Postgraduate program. Also, graduates of Technological Institutions or of other Higher Schools can be accepted.

## Requirements

Candidates should submit the following required documents:

1. Application (after it is completed on the corresponding electronic platform, it is also printed sent to the Secretary of the program with the rest of the supporting documents of the file).
2. Copy of Degree and transcript of records.
3. Certificate of foreign language competency, level B2 or higher for one of the three foreign languages: English, French, German. The certificate must have been issued by a recognized body which is included in the list of approved certificates of the Supreme Council for Civil Personnel Selection. This certificate is not graded. Those who do not hold a certificate of one of the three foreign languages English, French, German but have the required knowledge in one of them, they will have to prove it with an examination which is carried out by the examination committee.
4. Simple photocopy of the ID card.

Besides the aforementioned requirements, the following are also accepted and graded:

1. Postdoc Diploma or Ph.D.
2. Postgraduate title
3. Graduate Diploma Thesis
4. Certified participation in research programs of a distinguished body in subjects relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 5 semesters)
5. Certified professional activity relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 4 semesters)
6. Papers published in valid journals (maximum number of papers 4)

The scoring of the application file submitted by the candidate is based on the following selection criteria:

No	Requirements	Evaluation points
1	Degree grade (in case of more than one degree, the most relevant title is taken into consideration)	10
2	Graduate Diploma Thesis	5
3	Postdoc or PhD	20
4	Postgraduate title (in case of more than one title, the most relevant with the Postgraduate program title is selected)	15

5	Certified participation in research programs of a distinguished body in subjects relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 5 semesters)	5
6	Certified professional activity relevant to the Postgraduate Program title (minimum time of 1 semester, maximum time of 4 semesters)	5
7	Papers published in valid journals (maximum number of papers 4)	10
11	Interview	30

The aforementioned requirements, after the submission of the electronic form Application, are sent to the Secretary by post in a simple photocopy (without validation) or are submitted to the Secretary by the candidate or another authorized person. The supporting documents are not returned and, after the expiry of the objection date regarding the results, are destroyed.

After the online application has been successfully submitted, candidates will receive a message with which they will be notified of their personal code, based on which they will have access to the list of the successful candidates.

It is pointed out that access to the candidates' personal data is permitted to the teaching, administrative and technical staff of the Institution, who will be employed in the Postgraduate program and must process these data in the framework of their duties. The data submitted by the candidates, as well as the information resulting from them, will be kept for a period of time which is necessary to achieve these specific purposes. As long as the purpose of these data retention or process is fulfilled or ceases to exist, these will be deleted. Upon candidates' submission of application, they consent to the use of their personal data, which they disclose in the context of this call for expression of interest.

**Candidates can complete and submit their applications and CVs from 17th May 2021 to 31st August 2021 in the electronic address <http://history.eled.uowm.gr/>. The interview process will take place in the second fortnight of September. The list with the candidates' names as well as the day and time they will come for the interview process will be announced on the Postgraduate program website. After the completion of the interview process, within ten days, the list of successful candidates' names will also be announced on the Postgraduate program website.**

Candidates should organize their supporting documents according to the above ranking, placing the printed application first. Additional supporting documents which are not included in the aforementioned categories will not be graded and therefore they should not be submitted.

For more information, interested parties should refer to the website of the Postgraduate program: <http://history.eled.uowm.gr/> or address to the Secretary of the Department of Primary Education of the School of Social Sciences and Humanities, University of Western Macedonia (Sachinidis Vasilios, email: [vsachinidis@uowm.gr](mailto:vsachinidis@uowm.gr), Telephone number: 2385055001, Monday-Wednesday-Friday 14:00-15:00).

#### **Personal data processing**

The University of Western Macedonia will undertake the processing, as responsible for processing the personal data included in the application and in the documents supporting the participation of the interested parties in the present call for expression of interest in the light of the operation of the Postgraduate Studies Program with the title "Education Sciences: History, Teaching History and Education Policy" according to Government Gazette 1762/vol. B/08-05-2020 & Government Gazette 4578/vol. B/ 16-10-2020. The legal basis for processing is paragraph 1 element of Article 6 of Regulation (EU) 2016/679 and Article 5 of Law 4624/2019 (fulfilment of a duty performed in the public interest or public authority exercise). Personal data will be transmitted legally to collaborating bodies (indicatively the Ministry of Education), as well as to services responsible for the management and control of postgraduate programs. The interested parties are eligible to have access to their data, correct inaccurate data or fill in missing data, delete the data if they are no longer necessary in relation to the purposes for which they were collected or submitted to a different process or if they object to the processing taking for granted that there are no compelling and legitimate reasons for processing, and restriction of processing. For any issue related to the processing of personal data, interested parties can address to the Data Protection Office through the email address [dpo@uowm.gr](mailto:dpo@uowm.gr). In case the interested party considers that the protection of their personal data is at stake, they can appeal to the Data Protection Authority ([www.dpa.gr](http://www.dpa.gr)).

#### 4. Courses Diagram

1. (1<sup>st</sup> semester) Research Methodology in History
2. (1<sup>st</sup> semester) History and research and new technologies
3. (1<sup>st</sup> semester) Modern Greek History
4. (1<sup>st</sup> semester) Historical sources
5. (1<sup>st</sup> semester) Introduction to teaching: History culture, thought and consciousness
6. (1<sup>st</sup> semester) History of education and education policy
7. (2<sup>nd</sup> Semester) Contemporary teaching means: from school textbooks to cinema and internet
8. (2<sup>nd</sup> semester) Contemporary approaches to the History curriculum design
9. (2<sup>nd</sup> semester) Studies of memory and historical trauma. The process of collective trauma in Historiography and Public History
10. (2<sup>nd</sup> semester) Art as History – History as Art
11. (2<sup>nd</sup> semester) Educational strategies and representations in Teaching History
12. (2<sup>nd</sup> semester) Local History: politics, economy, society and education
13. (2<sup>nd</sup> semester) Ancient, Byzantine and Modern History
14. (2<sup>nd</sup> semester) Modern Greek History
15. (2<sup>nd</sup> semester) Educational systems in Europe and Greece
16. (2<sup>nd</sup> semester) Special issues of education policy: gender, immigration problem, special education
17. (2<sup>nd</sup> semester) Education and public perception: newspapers, literature, theatre, cinema, fine arts

## 5.Courses Outline

### Course Outline

#### 1. GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	RESEARCH METHODOLOGY IN HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		General Background, Scientific field	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

#### 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 studies 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*

The course examines:

- a) the methodological issues of historical research: idiographic, legislative research, research paradigms in positivism, constructivism and phenomenology - hermeneutics,
- b) quantitative research in History. Quantitative sources and databases for History,
- c) Qualitative research in History. Phenomenology, Grounded Theory, Discursive analysis, Narrative analysis,
- d) ethical issues in the design and implementation of qualitative and quantitative research,
- e) the processing, critical approach and analysis of written, visual, audio, mixed sources, works of art, photographs, sketches - posters - cartoons, maps, diagrams, film and television sources, audio sources, museums - historical sites - monuments, oral sources ,
- f) research in Historical Education,
- g) the research in the History curricula in relation to their style, the selection - layout - structure of the material, the teaching goals of the History course, the taxonomies and the formulation of teaching goals, the History Teaching Manuals: types, functions, ways of utilization in class.

Other teaching means: portfolio, ICT, teaching strategies using historical sources: goal-setting strategy, strategy aimed at language development, strategy aimed at the development of chronological thinking, research strategy (the student as a researcher or detective), strategy for the development of historical thinking, strategies with an emphasis on versatile approaches, problem solving, interdisciplinarity, approach to conflict issues and multiculturalism.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for analysis and synthesis of data and information with the use of the necessary technology
- Working independently
- Team work

**3. SYLLABUS**

**A. THEORETICAL PART**

- Research methodology in History: the quantitative and qualitative paradigm

**B. APPLIED PART**

- The research process in qualitative and quantitative research
- Quantitative research design
- Data collection in quantitative research: sampling techniques, individualized questionnaire
- Examples of quantitative data analysis in historical research: Workshop
- Qualitative research design
- Forms of qualitative research: ethnography, case study, biographical method



- Qualitative data collection techniques (observation, interview, questionnaire, written texts)
- Qualitative data analysis techniques (content analysis, qualitative thematic analysis, discourse analysis, narrative analysis, discourse analysis, conversation analysis) with an emphasis on History.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning process through the electronic platform e-class Selected use of ICT	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	30
	Applied exercises focusing on methodologies and analyses of case studies for each student	35
	Team work – Individualized assignments	40
	Study and analysis of literature	45
	Exams preparation	40
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	<b>187</b>
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of the assignment</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the teaching process</li> </ol>	

#### 5. RECOMMENDED LITERATURE

**-Recommended literature:**

- Brown Andrew, & Paul Dowling (1998). *Doing Research/Reading Research, A Mode of Interrogation for Education*. London: Routledge & Farmer.\
- Cohen L. & Manion L. (1997). *Methodology of Educational Research*. Athens: Ekfrasi (in Greek).
- Pigiaki, Popi (2000). *Ethnography: the study of the human dimension in Social and Educational Research*. Athens: Grigoris (in Greek).
- Pyrgiotakis I.E & Theofilidis Chr. (2015) (Ed.) *Research Methodology in Social Sciences and Education*. Athens: Pedio (in Greek).
- Fairclough, N. (1995). *Critical discourse analysis*. London: Longman.
- Hutchby, I. (1996). *Confrontation Talk: Arguments, Asymmetries and Power on Talk Radio*. Mahwah NJ: Lawrence Erlbaum Associates.
- Kress, G. (1988). *Communication and Culture*. Sydney: University of New South Wales Press.
- Kress, G. (1989). *Linguistic processes in sociocultural practice*. Oxford: Oxford University Press.
- Rubin, J. Herbert & Rubin S. Irene (2005). *Qualitative Interviewing: the Art of Hearing Data*. London: Sage.
- Tsiolis, G. (2006). *Life Stories and Biographical Narratives. The biographical approach to sociological research*. Athens: Critique (in Greek).
- Stake, R. E. (1994) 'Case Studies' Denzin, N. K. & Lincoln, Y. S. (Eds) *Handbook of Qualitative Research*, Thousand Oaks, CA, Sage.

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	MODERN GREEK HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		GENERAL BACKGROUND, GENERAL KNOWLEDGE, SKILLS DEVELOPMENT	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

### 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 studies 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*

The course aims to familiarize students with the knowledge of New Hellenism in space and time. It moves along two axes:

The first begins with the Ottomans' dominance, traces the organization of the intellectual and economic life of the slaves and the Greek revolution and extends to Otto.

After the course completion, students are expected to:

- know the phases of development of the New Hellenism
- include the role of the Balkan states involved in the issue management in the respective context
- focus on the role of the Greek State and clarify the implications of its choices.
- criticize the management of problems resulting from conflicts in the ideological and especially in the educational field
- evaluate the modern dimensions of the problem.

The second axis revolves around the Macedonian issue and its phases, until 1944. After the course completion, students are expected to:

- know the development phases of the Macedonian issue
- be able to recognize and explain the different definitions of the geographical region "Macedonia" over time and the problems this created in the content of the term
- include the role of the Balkan states involved in the management of the issue in the respective context
- focus on the role of the Greek State and clarify the implications of its choices.
- criticize the management of problems resulting from conflicts in the ideological and especially in the educational field
- be able to evaluate the modern dimensions of the problem.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Working independently
- Teamwork
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **3.SYLLABUS**

The course aims to familiarize students with the knowledge of New Hellenism in space and time. The course begins with the Ottomans' dominance, traces the organization of the intellectual and economic life of the slaves and the Greek revolution and extends to Otto.

Simultaneously, the Macedonian issue is studied in the course, which moves along two axes: the first refers to the presentation of the development phases of the Macedonian Issue and the second includes interdisciplinary approaches-intersections concerning:

- a) The role of Balkan forces
- b) The choices of the Turkish factor

- c) The strategies employed by the Greek State regarding dealing with the Macedonian Issue. In the last phase, the evaluation of the issue's modern approaches is attempted.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class,</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Applied exercises focusing on methodologies and case study analyses for each student	40
	Teamwork – Individualized assignments	40
	Study and analysis of literature	40
	Exams preparation	40
	Final exams	4
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	<b>190</b>
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of the assignment</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the teaching process</li> </ol>	

#### 5. RECOMMENDED LITERATURE

**-Recommended literature:**

- Vlasidis, V. (2010). *At the Greece-FYROM border. The media in the prefectures of Florina, Kastoria. Monastiriou and Perlepe.* Thessaloniki, Epikentro (in Greek).

- Vlasidis, V. (2009). "Bulgarian komitadji and the Greek reaction. The struggle in Western Macedonia during the interwar period", in Vassilis Gounaris (ed.), *Nation, State and Politics. Studies dedicated to Professor Ioannis Koliopoulos*. Thessaloniki (in Greek).
- Gounaris, V. (2010). *The Macedonian issue from the 19th to the 21st century. Historiographic approaches*. Athens: Alexandria (in Greek).
- Koliopoulos, I. (1995, 1996). *Plunder of morale*. Thessaloniki: Vantias (in Greek).
- Kofos, E. (1964, 1993). Nationalism and Communism in Macedonia, (first edition, Thessaloniki 1964, second edition New York 1993) (in Greek).
- Livanios, D. (2015). *Macedonian issue and Britain 1939 – 1949*. Thessaloniki: Epikentro (in Greek).
- Michaelidis, I. (2010). *Macedonian Identities Through Time*. Thessaloniki: Epikentro (in Greek).
- Michaelidis, I. (2004), (2007). *The faces of Ianos*. Athens: Patakis (in Greek).
- Michaelidis, I. 2003). *Movements of Slavic-speaking populations 1912-1930*. Athens: Kritiki (in Greek).
- Sfetas, S. (2001). *Aspects of the Macedonian issue in the 20th century*, Thessaloniki: Vantias (in Greek)
- Sfetas, S. (2003). *The formation of the Slavic Macedonian identity*. Thessaloniki: Vantias (in Greek).
- Sfetas, S. (2007). *In the Shadow of the Macedonian issue*, Thessaloniki: Epikentro (in Greek).
- Clogg, R. (2002). *A Concise History of Greece*. Cambridge.
- Danforth, L. (1995). *The Macedonian Conflict: Ethnic Nationalism in a Transnational World*, Princeton University Press.
- Roudometof, V. (2002). *Collective memory, national identity, and ethnic conflict*. Greenwood Publishing Group. Retrieved 2009-04-21.
- Stefanidis, Y., Vlasidis, V., & Kofos, E. (eds.), (2007). *Macedonian Identities through time. Interdisciplinary Approaches*, Thessaloniki.
- Stefanidis, Y., Vlasidis, V., & Kofos, E., (eds.) (2010). *Macedonian Identities through time. Interdisciplinary Approaches*, Thessaloniki, Epikentro.

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	HISTORICAL SOURCES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>	GENERAL BACKGROUND, SCIENTIFIC FIELD, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>		

### 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 studies 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*

- Students will be able to:
- comprehend the use and the importance of sources in the process of constructing, studying and interpreting history.
  - comprehend the different approach and meaning of historical sources from different historical schools over time.
  - recognize the types of historical sources and their potential for historical interpretation

**General Competences**  
*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*  
*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*  
*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*

- Students will be able to:
- work with primary historical material which they can critically approach, judge, evaluate regarding its reliability through a crosschecking process
  - interpret and produce historical narratives using different kinds of sources
  - approach each kind of historical source as a condition in the light of intention

### 3.SYLLABUS

- Theoretical issues in the use of sources in history.
- Historical sources and historiographic schools.
- General source categories. Primary – secondary historical sources.
- Forms – types of sources: written, visual (photo, art), audio, audiovisual, monuments – historical landscape, objects, oral testimonies.
- Critical approach, reading and interpretation of historical sources.
- The contribution of historical sources to History teaching.
- Examples and applications in the study and use of written and visual historical sources.

### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class.</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>



Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.	Lectures	40
	Interactive teaching	20
	Activities	20
	Preparation for teaching	40
	Final exams	2
The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.	<b>Total workload</b>	<b>122</b>
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p>Description of the evaluation procedure.</p> <p>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Evaluation language: Greek</p> <p>Forms of evaluation: Short answers, oral exams</p> <ol style="list-style-type: none"> <li>1. Written exams at the end of the semester.</li> <li>2. Progress test.</li> <li>3. Homework.</li> <li>4. Oral presentation of assignments.</li> <li>5. Use of various literature sources.</li> <li>6. Students offer mid-semester feedback systematically.</li> <li>7. Ensuring transparency in the evaluation student performance:</li> </ol> <p>Students can discuss their performance with the professor to identify mistakes after the exams.</p>	

## 5.RECOMMENDED LITERATURE

### **-Recommended literature:**

- Angelakos, K. & Kokkinos G. (eds) (2004). *Cross-curricular approach in the modern school and history teaching with the use of sources*. Metaichmio: Athens (in Greek).
- Iggers, G. (1999). *Historiography in the 20th century*, Athens: Nefeli (in Greek).
- Mavroskoufis, D.K. (2005). *Tracing history. Historiography, teaching methodology and historical sources*. Kyriakidi: Thessaloniki (in Greek).
- Carr, E. H. (1999). *What is the story?* (transl. A. Pappas), "Knowledge" Publications: Athens (in Greek).
- Liakos, A. (2007). *How does the past become history?*, Polis Publications, Athens (in Greek).
- Liakos, A. (2011). *Apocalypse, utopia and history. The transformations of historical consciousness*. City: Athens.
- Le Goff, Z. (1998). *History and memory* (trans. G. Koumbourlis). Nefeli: Athens (in Greek).
- Noiriél, Gerard (2005). *What is modern history?* (translated by Maria Korassidou), Gutenberg: Athens (in Greek).
- Passerini, L. (1998). *Fragments of the 20th century: history as a lived experience*. Nefeli: Athens (in Greek).
- Thuillier, G. – Tulard, J. (1992). *The historical schools*. (trans. K. Kapsampeli) Kardamitsas: Athens (in Greek).

- Kokkinos, G. (1998). *From history to stories. Approaches to the history of historiography, epistemology and teaching history*. Ellinika Grammata: Athens (in Greek).
- Kokkinos, G. (2000). *Didactic approaches to the course of History*. Metaichmio: Athens (in Greek).
- Kokkinos, G. (2003). *Science, ideology and identity*. Metaichmio: Athens (in Greek).
- Kokkinos, G., Athanasiadis, I., Vouri, S., Gatsotis, P., Trantas, P., Stefos, E. (2005). *Historical culture and consciousness*, Noograma Publications, Athens (in Greek).
- Kokkinos, G. – Naku, I. ed. (2006). *Approaching history education in the 21st century*. Metaichmio: Athens (in Greek).
- Repoussi, M. - Tsivas, A. ed. (2011). *From traces to testimonies. The processing of historical sources in the course of history*, Graphima Publications: Athens (in Greek).
- Burke, P. (2004). Autopsy. The uses of images as historical evidence. (trans. A. Andreou), Metaichmio: Athens (in Greek).

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	
<b>COURSE TITLE</b>	INTRODUCTION TO TEACHING HISTORY: HISTORY CULTURE, THOUGHT AND CONCIOUSNESS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills Development</i>		GENERAL BACKGROUND, GENERAL KNOWLEDGE, SCIENTIFIC FIELD	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

Students will be able to:

- know the modern epistemological framework of teaching history in the direction of the development of historical literacy and citizenship,
- delve into issues related to learning processes and the formation of history thought and consciousness,
- utilize the newest teaching approaches of exploratory processing of historical knowledge
- know the History of the course in Greece, its evolution and current research directions

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- 1) Working independently
- 2) Teamwork
- 3) Criticism and self-criticism

## 3.SYLLABUS

- 1) Overview of the international field of academic historiography. In particular, the following will be discussed: the contemporary epistemological concerns; the absence of coherent examples; the historiographic trends; the hybridizations that, according to some historians, give the field an unprecedented dynamic, while, according to others, lead it to an intensifying thematic, conceptual and methodological fragmentation. In this context, the following will be emphasized: the theoretical tools of M. Oakeshott (practical/historical/actual past); R. Koselleck (space of experience/horizon of expectations); Jörn Rüsen (forms and typology of historical consciousness) and F. Hartog (regimes of historicity and their typology). Additionally, relevant emphasis will be placed on the concepts of memory and historical culture.
- 2) The relationship of academic historiography with school history and Public History.
- 3) The developments in the interdisciplinary field of History Teaching and the mapping of the main centers of production of relevant scientific discourse. In particular, we will deal with cases such as those of the British, Canadian (P. Seixas) and the American School (K. Barton, L. Levstik).

Interest will be focused on the structural content and the conditions for the formation of historical thought.

- 4) The approach of "symbolic wars" for history and memory (mainly traumatic) on a global scale will also be emphasized. An approach as such presupposes familiarity with the concepts of historical trauma and the contested historical event.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class,</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	30
	Practical exercises focusing on the application of methodologies and case study analysis for each student	30
	Teamwork – Individualized assignments	40
	Study and analysis of literature	40
	Exams preparation	40
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	182
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of assignments</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5.RECOMMENDED LITERATURE

### **-Recommended literature:**

- Barton, K.C., & Levstik, L.S., (2008). *Teaching History for the Collective Good*, translated by Afroditi Theodorakakou, Athens: Metaichmio (in Greek).
- Cannadine D. (ed.), (2007). *What is history today?*, translated by Kostas Athanasiou, Athens: Nisos (in Greek).
- Cajani, L., Lässig, S., & Repoussi, M. (2019). (eds), *The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era*, Palgrave Macmillan.
- Gaddis, J.L. (2019). *The landscape of history. How historians map the past*, translated by Maria Akrivaki, edited by Thanasis D. Sfikas & Katerina Gardika, Athens: Pedio (in Greek).
- Husbands, C. (2004). *What does teaching history mean? Language, ideas and meanings*, translated by Apostolos Lykourgos, Athens: Metaichmio (in Greek).
- Iggers, G. G., & Edward, Q. W. (with Supriya Mukherjee) (2015). *World history of modern historiography*, translated by Pelagia Marketou, Athens: Nefeli (in Greek).
- Karamanolakis, V., Couroucli, M., & Sklavenitis, T. (editors), (2015). *Encounters between the Greek and French historiography from the regime-change period to the present*, Ecole Française d'Athènes - Department of Modern Greek Studies EIE - EMNE - Athens: Mnimon (in Greek).
- Kokkinos, G. (2015). *The Holocaust. The management of traumatic memory-Perpetrators and victims*, introductory note Dimitris K. Mavroskoufis, Athens: Gutenberg (in Greek).
- Kokkinos, G. & Mavroskoufis, D. (scientific editor), (2016). *Trauma, conflictual themes and interpretive controversies in history education*, Athens: Taxideftis (in Greek).
- Kokkinos, G. (2006). *Symbolic wars for history and culture. The paradigm of school history in the United States of America*, Athens: Metaichmio (in Greek).
- Liakos, A. (2011). *Apocalypse, Utopia and History. The transformations of historical consciousness*, Athens: Polis (in Greek).
- Mantoglou, A. (2010). *Social memory, social oblivion. Obvious and latent forms of social thought*, Athens: Pedio (in Greek).
- Mattozzi, I. (2006). *Educating readers of history*, scientific editor - foreword by Theodora Kavvouras, translated by Panagiotis Skondras, Athens: Metaichmio (in Greek).
- Barrow, T. (2014.) *A History of Stories. Epics, chronicles, novels and investigations by Herodotus and Thucydides*, translated by Aspa Golemi, edited by Aris Maragopoulos, Athens: Topos (in Greek).
- Metzger, S.A., & McArthur Harris, L. (2018). (eds), *The Wiley International Handbook of History Teaching and Learning*, Wiley Blackwell.
- Oakeshott, M. (2019). *Lectures on the history of political thought*, translated by Pantelis Lekkas, Athens: Topos (in Greek).
- Sewell, W.H. Jr. (2013). *Logics of History. Social theory and social transformation*, translated by Ioulia Pentazou, Athens: Xifaras (in Greek).
- Fleischer, H. (2008). *The memory wars. World War II in Public History*, Athens: Nefeli (in Greek)

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	HISTORY OF EDUCATION AND EDUCATIONAL POLICY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		2	7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General knowledge, Scientific field, Skills development</i>		A. General background regarding the understanding of the processes of the emergence and development of educational systems (6th AD – 20th century) B. Special background regarding the understanding of social needs and views of different social groups in access to education.	
<b>PREREQUISITE COURSES:</b>		NO	
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

Students are expected to:

- Comprehend education as one of the most basic institutions that contribute to the formation of European social formations and transformations.
- reshape their perceptions of education: to enrich them with the European and global example moving from Greek-centric ones, in concentric circles.
- enhance their ability to negotiate regarding major social issues through relations to the educational developments.
- achieve a two-way process of understanding about educational systems: from the past to the present and from the present to the past

### Comparative socio-political approach of the educational period 1936-1949

Students are expected to:

- Understand the complex socio-political and economic environment and its relationship with education. Especially, based on the sub-periods, through comparison and analysis, they will be familiarized with different readings of educational policy.
- move into fields of perception of the dynamics of educational spaces, the influences that are formed through the mobility of ideas.
- Critically analyze educational issues and search for particular parameters in direct correlation with pressure groups, political figures, opinion groups, international organizations, etc.
- approach educational events as phenomena setting the stage for scientific investigation. Based on this perspective, either through a cross-curricular or interdisciplinary approach, it is estimated that they will also expand their interpretations of specific issues of history and politics.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- 1) Work independently
- 2) Team work
- 3) Respect for difference and exercise on comparative examination



- 4) Criticism and self-criticism
- 5) Production of free, creative and inductive thinking
- 6) Enhancement of narration ability
- 7) Enhancement of interpretation ability

### 3.SYLLABUS

Education, in addition to the present, also refers to the past. The past, which to a significant extent shapes the educational present. The knowledge of our educational background is valuable. It does not merely show us how we arrived at the present state of education from a distant past. It doesn't just give us thought stimuli for the present. It also gives us a possibility of a reflective and critical self-integration in the important part of the social universe we serve: education. And yet, an increased ability to understand the ideological power of educational systems. From this point, which is the understanding of the fluctuating (intense to extremely decisive) role played by education in the past, a wide range of questions and related options opens up, connected to the issues of contemporary Education Policy. The course emphasizes the comparison of the Greek educational system with the corresponding ones of other countries (with an emphasis on Western-European ones, which also stood the strongest influences during the two previous centuries).

The course is organized into four major thematic-chronological sections:

- the first section is an overview and analysis of the emergence of educational processes from the 6th century to medieval times
- the second section examines the formation of the universities institution during the Middle Ages and analyzes the rapid educational changes that occurred in education during the times of humanism and the general renaissance
- the third section analyzes educational developments and the demand for the spread and generalization of education from the times of the Enlightenment to the end of the 19th century. It emphasizes the way which states select to create and spread across their territory organized and centrally funded educational systems.
- the fourth section analyzes the strengthening of state education systems during the 20th century and the emergence of other forms of organized education.

### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Practical exercises focusing on the methodologies and case studies analysis for each student	39
	Teamwork activities	20

	Teamwork assignment and case study	60
	Study and analysis of literature	40
	Exams preparation	38
	Final oral examination	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	<b>225</b>
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of students' performance is conducted in combination in a combinatorial manner based on the final oral exam and on the (mandatory) individual or teamwork assignments. In the introductory course, the structure and the thematic units of the course are precisely discussed, as well as the tasks, the organization methods and the validity criteria of the tasks assigned. The main criteria are: the functional use of terminology, the ability to articulate in a coherent, comprehensive, contemporary and up-to-date manner, the breadth and depth of the literature review attempted.</p>	

## 5.RECOMMENDED LITERATURE

<p><b>-Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• Armitage, D. (2017). <i>Civil Wars: A History in Ideas</i>. USA: Vintage.</li> <li>• Baerentzen, L., Iatridis, G. &amp; Smith, O. (eds). (2002). <i>Studies on Civil War 1945-1949</i>. Athens: Olkos (in Greek).</li> <li>• Green, A. (2010). <i>Education and Formation of the State. The emergence of educational systems in England, France and the USA</i>, Translation-Editor: P.G. Kimourtzis – Gl. Maniote, Athens: Gutenberg (in Greek).</li> <li>• Gattone, C. (2006). <i>The Social Scientist as Public Intellectual: Critical Reflections in a Changing World</i>. USA: Rowman &amp; Littlefield Publishers</li> <li>• Lipset, S.M., &amp; Rokkan, S. (1967). <i>Party Systems and Voter Alignments</i>. United Kingdom: Free Press</li> <li>• Schmitt, C. (2013). <i>Dictatorship</i>. New York: Polity.</li> <li>• Spring, J. (2017). <i>Political Agendas for Education</i>. London: Routledge.</li> <li>• Sykes, G., Schneider, B. &amp; Plank, D. (2009). <i>Handbook of Education Policy Research</i>. London: Routledge.</li> <li>• Georgiadou, V. (2019). <i>The extreme right parties in Greece 1965-2018</i>. Athens: Kastanioti (in Greek).</li> <li>• Dertilis, G. (2016). <i>Seven wars, four civil wars, seven bankruptcies 1821-2016</i>. Athens: Polis (in Greek).</li> <li>• Dimaras A., &amp; Vasilou-Papageorgiou V. (2008). <i>From slate pencil to the Computer. 1830-2000 – One hundred and seventy years of Greek education in words and images</i>, Athens: Metaichmio (in Greek).</li> </ul>
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- Dimaras A. (2013). *History of Neohellenic Education - The "intercepted leap". Trends and resistances in Greek education*, Editorial editor: Vasso-Vassilou Papageorgiou, Athens: Metaichmio (in Greek).
- Kallerante, E. (2016). *Education during the years of the dictatorship 1936-1940*. Athens: Grigoris (in Greek).
- Kyprianos, P. (2004). *Comparative History of Greek Education*, Athens: Bibliorama (in Greek).
- Lazou, V. (2016). *State enforcement*. Athens: Taxideftis (in Greek).
- Bouzakis S., *Educational Reforms in Greece. Primary and Secondary. General and Technical Vocational Education*.
  - ✓ vol. A: Reform efforts – 19th century, 1913,1929, Gutenberg, Athens 1994 (3rd edition January 2002) (in Greek)
  - ✓ vol. B: Reform efforts – 1959, 1964, 1976/77, 1985, 1997/98, Gutenberg, Athens 1994 (3rd edition September 2002) (in Greek).
- Bouzakis, S. (ed.) (2002). *Current issues of History of education*. Athens: Gutenberg (in Greek).

**-Relevant Scientific Journals**

- Issues of History of Education
- New Education
- British Educational Research Journal
- Review of Education
- Paedagogica Historica
- Historical Studies in Education/Revue d' histoire de l' éducation
- History of Education & Children's Literature» (HECL)
- History of Education Quarterly
- History of Education Review
- Journal of Educational Administration and History

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>st</sup>
<b>COURSE TITLE</b>	CONTEMPORARY TEACHING MEANS: FROM SCHOOL TEXTBOOKS TO CINEMA AND INTERNET		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		SCIENTIFIC FIELD	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

### 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 studies 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*

Students will be able to:

- be aware of modern History curricula, the teaching practices applied as well as the textbooks used
- connect History teaching with intercultural education
- get familiarized with different models of History Teaching applied in Europe and all over the world
- know the different educational tools and alternative approaches proposed for teaching the History lesson
- understand the strategies and skills that shape historical thought
- know the different methods of assessing students' historical thought
- understand the different issues that arise in the evaluation of the History course
- realize that there are new fields in History teaching, which conflict with the core of historical epistemology.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Work independently
- Team work
- Criticism and self-criticism

### **3.SYLLABUS**

1. Introduction, the "big picture": from detailed to open History curricula. The 'system' of school history education: textbooks, teaching instructions, curricula and teaching practices; the heterogeneity of the student population and teachers' expectations. Curriculum and hidden curriculum. Distinctions: levels of historical learning: contents, concepts, skills, values-attitudes. The History curriculum as a historical literacy tool. The panorama of historical literacy: from the core elements of historical thought and consciousness to the core elements of historical of learning. History curricula and secondary historical concepts (Zarmati, 2019)

2. Teaching History and Intercultural Education. The contributions of Andreas Körber (2018), Bodo von Borries (2011) and Michalinos Zebylas (2015, 2013, 2008). The principles and guidelines of the Council of Europe for a quality history education in the 21st century. Multi-faceted approaches in the Council of Europe publications.

3. The English tradition. The National Curriculum for England (2013). 'Studies' in the English curriculum. The professional development of history teachers in England. Alex Ford's Model of Progress (2016). The contribution of "The Historical Association".
4. The Canadian and Australian model. The Ontario History Curriculum (2018). The problematic of Seixas & Morton (2012) and the tradition of Roger Simon (2005). The cross-curricular and cross-cultural approach of the Australian History curriculum (2013; 2018).
5. The French and the German model (indicative: History Curriculum of Berlin-Brandenburg state). The tradition of the Annales and the problematic of Jörn Rüsen (2004).
6. The Cypriot History curriculum (2017) and the Historical Dialogue & Research Group of Cyprus. The Greek History curriculum (2018-19). The controversy in Greece. The aims and structure of the Greek curriculum. Implementation problems.
7. Centers for the production of alternative teaching materials and tools for teachers and learners: the publications of the Council of Europe, the publications of the Center for Democracy and Reconciliation in South-East Europe, the contribution of EuroClio.
8. Alternative approaches and material for students with Greek as a second/foreign language, for refugees and the disabled. The material for History of the Education of Muslim Children. The exploitation of cinema (Marcus et al., 2018).
9. The discussion about the skills-abilities that make up historical thought and the reflection on their evaluation: conditions and difficulties.
10. Historical thought assessment models: the FUER (Körber & Meyer-Hamme, 2015); the Canadian 'The Historical Thinking Project'; the US exams (Lazer, 2015). Other models.
11. Assessment issues in the History course: the reflection on the types of questions: multiple choice, utilization of sources, essay type. (Shemilt, 2018). The "laboratory" concept of the Course.
12. Review-reflection: stakes and challenges for history education. The "hard" epistemological core and the new fields. History curricula in the fertile zone of tension between historical science and historical culture (Seixas, 2016).

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Practical exercises focusing on methodologies application and case studies analysis for each student	30
	Teamwork – Individualized assignments	40
	Study and analysis of literature	38
	Exams preparation	40

	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	176
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of assignments</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5.RECOMMENDED LITERATURE

<p><b>-Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• Borries, von B. (2011). "Historical Consciousness and Historical Learning: Some Results of My Own Empirical Research", in: Perikleous Lukas &amp; Shemilt Denis (eds.) <i>The Future of the Past: Why History Education Matters</i>, Nicosia: Association for Historical Dialogue and Research, 310-311.</li> <li>• Ford, A. (2016). "<a href="#">Progression in Historical Thinking. An Overview of Key Aspects of the Mastery of Historical Thinking and Practice</a>".</li> <li>• Körber, A., &amp; Meyer-Hamme, J. (2015). "Historical Thinking, Competencies, and Their Measurement: Challenges and Approaches", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge, Taylor &amp; Francis Group, 89-101.</li> <li>• Körber, A. (2018). "<a href="#">Transcultural history education and competence: Emergence of a concept in German history education</a>", in: <i>History Education Research Journal</i>, 15.2, 276–91. Προσπέλαση 21/1/2019.</li> <li>• Lazer, St. (2015). "A Large-Scale Assessment of Historical Knowledge and Reasoning: NAEP U.S. History Assessment", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge Taylor &amp; Francis Group, 145-158.</li> <li>• Lazer St. (2015). "A Large-Scale Assessment of Historical Knowledge and Reasoning: NAEP U.S. History Assessment", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge Taylor &amp; Francis Group, 145-158.</li> <li>• Marcus, A.S., Metzger, S.A., – Paxton, R.J. &amp; Stoddard, J.D. (2018) <i>Teaching History with Film. Strategies for Secondary Social Studies</i>, New York &amp; London: Routledge, second edition.</li> <li>• Shemilt, D. (2018). "Assessment of Learning in History Education: Past, Present, and Possible Futures", in: Metzger Alan Scott &amp; Harris Lauren McArthur (eds.), <i>The Wiley International Handbook of History Teaching and Learning</i>, New York: Wiley Blackwell, 449-472.</li> <li>• Zarmati, L. (2019). <a href="#">Future of Education and Skills 2030: Curriculum analysis. Learning progression in history</a>, Organisation for Economic Co-operation and</li> </ul>
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- Zembylas, M., & Keet A. (2019). *Critical Human Rights Education. Advancing Social-Justice-Oriented Educational Praxes*. Springer, Cham, Switzerland.
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- Zembylas, M. (2008). *The Politics of Trauma in Education*, New York: Palgrave / Macmillan.



## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	CONTEMPORARY APPROACHES IN THE HISTORY CURRICULUM DESIGN		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>	SCIENTIFIC FIELD		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>		

### 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 studies 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*

Students will be able to:

- be aware of modern History curricula, the teaching practices applied as well as the textbooks used
- connect History teaching with intercultural education
- get familiarized with different models of History Teaching applied in Europe and all over the world
- know the different educational tools and alternative approaches proposed for teaching the History lesson
- understand the strategies and skills that shape historical thought
- know the different methods of assessing students' historical thought
- understand the different issues that arise in the evaluation of the History course
- realize that there are new fields in History teaching, which conflict with the core of historical epistemology.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Work independently
- Team work
- Criticism and self-criticism

### **3.SYLLABUS**

1. Introduction, the "big picture": from detailed to open History curricula. The 'system' of school history education: textbooks, teaching instructions, curricula and teaching practices; the heterogeneity of the student population and teachers' expectations. Curriculum and hidden curriculum. Distinctions: levels of historical learning: contents, concepts, skills, values-attitudes. The History curriculum as a historical literacy tool. The panorama of historical literacy: from the core elements of historical thought and consciousness to the core elements of historical of learning. History curricula and secondary historical concepts (Zarmati, 2019)

2. Teaching History and Intercultural Education. The contributions of Andreas Körber (2018), Bodo von Borries (2011) and Michalinos Zebylas (2015, 2013, 2008). The principles and guidelines of the Council of Europe for a quality history education in the 21st century. Multi-faceted approaches in the Council of Europe publications.

3. The English tradition. The National Curriculum for England (2013). 'Studies' in the English curriculum. The professional development of history teachers in England. Alex Ford's Model of Progress (2016). The contribution of "The Historical Association".
4. The Canadian and Australian model. The Ontario History Curriculum (2018). The problematic of Seixas & Morton (2012) and the tradition of Roger Simon (2005). The cross-curricular and cross-cultural approach of the Australian History curriculum (2013; 2018).
5. The French and the German model (indicative: History Curriculum of Berlin-Brandenburg state). The tradition of the Annales and the problematic of Jörn Rüsen (2004).
6. The Cypriot History curriculum (2017) and the Historical Dialogue & Research Group of Cyprus. The Greek History curriculum (2018-19). The controversy in Greece. The aims and structure of the Greek curriculum. Implementation problems.
7. Centers for the production of alternative teaching materials and tools for teachers and learners: the publications of the Council of Europe, the publications of the Center for Democracy and Reconciliation in South-East Europe, the contribution of EuroClio.
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#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Practical exercises focusing on methodologies applications and case studies analysis for each student	30
	Teamwork – Individualized assignments	40
	Study and analysis of literature	38
	Exams preparation	40

	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	176
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	6. Final exams 7. Teamwork – Individualized assignments 8. Oral presentation of assignments 9. Use of multiple literature sources 10. Participation in the educational process	

## 5.RECOMMENDED LITERATURE

<p><b>-Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• Borries, von B. (2011). "Historical Consciousness and Historical Learning: Some Results of My Own Empirical Research", in: Perikleous Lukas &amp; Shemilt Denis (eds.) <i>The Future of the Past: Why History Education Matters</i>, Nicosia: Association for Historical Dialogue and Research, 310-311.</li> <li>• Ford, A. (2016). "<a href="#">Progression in Historical Thinking. An Overview of Key Aspects of the Mastery of Historical Thinking and Practice</a>".</li> <li>• Körber, A., &amp; Meyer-Hamme, J. (2015). "Historical Thinking, Competencies, and Their Measurement: Challenges and Approaches", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge, Taylor &amp; Francis Group, 89-101.</li> <li>• Körber, A. (2018). "<a href="#">Transcultural history education and competence: Emergence of a concept in German history education</a>", in: <i>History Education Research Journal</i>, 15.2, 276–91. Προσπέλαση 21/1/2019.</li> <li>• Lazer, St. (2015). "A Large-Scale Assessment of Historical Knowledge and Reasoning: NAEP U.S. History Assessment", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge Taylor &amp; Francis Group, 145-158.</li> <li>• Lazer St. (2015). "A Large-Scale Assessment of Historical Knowledge and Reasoning: NAEP U.S. History Assessment", in: Ercikan Kadriye &amp; Seixas Peter (eds.), <i>New Directions in Assessing Historical Thinking</i>, New York &amp; London: Routledge Taylor &amp; Francis Group, 145-158.</li> <li>• Marcus, A.S., Metzger, S.A., – Paxton, R.J. &amp; Stoddard, J.D. (2018) <i>Teaching History with Film. Strategies for Secondary Social Studies</i>, New York &amp; London: Routledge, second edition.</li> <li>• Shemilt, D. (2018). "Assessment of Learning in History Education: Past, Present, and Possible Futures", in: Metzger Alan Scott &amp; Harris Lauren McArthur (eds.), <i>The Wiley International Handbook of History Teaching and Learning</i>, New York: Wiley Blackwell, 449-472.</li> <li>• Zarmati, L. (2019). <a href="#">Future of Education and Skills 2030: Curriculum analysis. Learning progression in history</a>, Organisation for Economic Co-operation and</li> </ul>
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- Zembylas, M. (2008). *The Politics of Trauma in Education*, New York: Palgrave / Macmillan.

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	AY1	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	STUDIES OF MEMORY AND HISTORICAL TRAUMA. THE PROCESS OF COLLECTIVE TRAUMA IN HISTORIOGRAPHY AND PUBLIC HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		SCIENTIFIC FIELD, GENERAL BACKGROUND, SKILLS DEVELOPMENT	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

The course aims at:

- the study of memory at a global level, as it evolved after the end of colonialism and the fall of the socialist regimes through the selection of indicative cases.
- Focusing on the transition from the political, state and national memory to the emergence of psychological, class, racial memory existing in the private sphere.
- Approaching the memory in the light of Paul Ricoeur's perspective, according to which collective memory refers to the present of the past, which individuals and societies preserve in their memory. Consequently, memories are largely constructed from the present
- At the heart of historical culture lies the concept of trauma. We are interested in dealing with historical-cultural trauma, as well as with individual trauma and its management, which will be conducted in the context of a broad examination of the impact of extreme traumatic historical events on the societies that suffered them, taking into consideration – to a large extent– oral testimonies, as well. The study of the transgenerational transmission of trauma is of particular interest, and for this reason, issues related to the so-called cultural memory (which is intrinsically and historically mediated) will be analyzed. These are related in particular to the "duty of memory", "metamemory", "additional memory".
- The relation of memory to politics, the controversies with historical background, the notions of public use/abuse of history that constantly take place in public life are of particular interest because, as Moses typically states, they motivate us for such a history approach which has a solid foundation in the ethics of cosmopolitanism. In particular, the events of the past are the subject of many and different public uses. Monuments and museums, national and European anniversaries, films, television series, literary works, the internet – all of the above with greater or lesser effectiveness – shape the public's view of a particular era, of a historical event. These uses rival the school history teaching from a vantage point.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Adapting to new situations
- Working independently
- Team work
- Criticism and self-criticism

### 3.SYLLABUS

- 1<sup>st</sup> module: Historiography and Public History. Discussion on: a) the distinction between historical reality and ideology/myth, between historical truth and historical interpretation, b) the perception of public history as a distinct field of historical science, c) the following questions: "who owns the public history, but also history in general now"? and "Is historians' exclusivity over the way we remember the past overturned"? Issues related to a) the genesis and establishment of public history as a field of history study in the USA and in Western European countries, b) public history in Greece, c) the "use" and "abuse" of the terms History and Public History.
- 2<sup>nd</sup> module: Traumatic historical events and reference to the way they were recorded in the collective memory of local societies. Places of reprisal during the Occupation and processing of the issues: a) historical justice and historical truth as conditions of reconciliation and b) management of the memory of a traumatic historical event (Massacre in Distomo June 6, 1944).
- 3<sup>rd</sup> module: Approaching the concepts of "trauma" and "memory". Dealing with "historical-cultural trauma", the "cognitive" approach to trauma memory, versions of "traumatic memory". The memory of the trauma from World War II primarily refers to the memory of the Holocaust. It is also connected with the historical-political consideration of the perspective of the survivors of the Nazi atrocities, as well as the descendants of all the victims. Dealing with the intergenerational transmission of trauma caused by National Socialism and its practices with a view to taking into account personal motivation, position and attitude regarding traumatic memory, the international dimensions and political parameters associated with it
- 4<sup>th</sup> module: In any society in which the memory of traumatic historical events and what this memory entails are emphasized, we observe the creation of memorial sites as well as social representations that frame the expression of memory. Based on the typology of the main features of the expression of collective memory, it is important to see: a) how it is reflected in events of memory and related ceremonies, b) what the imposed meaning of collective oblivion is, c) in what ways the updating process of memory is activated– that is, the search for meaning in the past by mobilizing the present – potentially thus acquiring a differentiated content and orientation since it marks whatever the present deems worthy and appropriate to commemorate.
- 5<sup>th</sup> module: Historical places and monuments. Collective, individual and institutional memory and monuments. Highlighting material remnants as formation of politics and culture. Commemorative places and historical-political particularities of each era. Places of memory and 'memory battles' in the public sphere. Axes concerning the way of exploring places - monuments - museums which are often the products of many successive "translations". The first axis is the "duty of memory" (e.g. Mausoleum of Distomo). The second is the playful convention (Passages Monument, Portbou) and third axis is the re-signification of traumatic poverty (Kritika settlement, Rhodes). In each of the above cases the memory overshadows the spatiality of the monument/museum/settlement and each visitor experiences and possibly expresses their personal perspective on the mnemonic imperative. The institutions and monuments that frame cultural memory may appear fixed, but cultural memory itself is a dynamic process, constantly redefined and reproduced through social networks.



- 6<sup>th</sup> module: Memorial sites and formation of Public History: The Danish Jewish Museum, Center for Studies of Holocaust and Religious Minorities, Museum of Nazi Atrocities Distomo – Municipal Museum of the Karavrita Holocaust, Museum of Drakia in Pelion. Study of the museum presentation of controversial and traumatic historical events and the way in which the management of traumatic collective memory is reflected in these museums.
- 7<sup>th</sup> module: History – Literature and Public History. Based on the book *Elephants Dancing*, the postgraduate students process the past (Polk's Murder, Thessaloniki 1948) and, at the same time, critically evaluate the educational present (institution of State Examinations and in particular questions about the way History course is taught). History, sociology of education, and literature intersect, and postgraduate students draw on relevant literature, films, works of art, and specific pieces of music to address public history issues related to the Polk case. In addition, they explore emerging issues related to the alignment of public history and literature, e.g. a) does literature only have the right to draw facts from history or does it also undertake specific obligations? and b) what about the writers whose art calls not necessarily to seek the true - like historians - but rather to imagine and create verisimilitudes?
- 8<sup>th</sup> module: Students' historical culture and Public History. Postgraduate students comment on educational research that shows the increase in the influence of public history in the formation of students' historical culture and consciousness in contrast to the parallel decline in the influence of school history. They watch documentary excerpts from the Panhellenic Historical Documentary Competition "We approach the past critically" (organization: Master's Program "Historical research, teaching and new technologies", scientific association "New Education" and ERT) and comment on the historical narrative, as it emerges through thematic and stylistic stereotypical choices in these participations. School Textbooks and Public History. The War for History. The textbooks withdrawn. School textbook covers and Public History. a) Examination of the reasons and circumstances under which a school textbook becomes the subject of a public controversy that results in the withdrawal of the book in question. b) Investigation of the way in which the ideology of "Greekness" or "Hellenism" of Byzantium is reflected on the covers. Searching in the visual data of the covers for narratives, concepts, legitimized knowledge about the national myth of Byzantium. Study of expressions of the construction of national identity from the perspective of "continuity" in the past (romantic historiographical school, Zampelios and Paparrigopoulos, "national continuity" of Paparrigopoulos, "Great Idea" I. Koletti) and in the present (speech of the former president of the Hellenic Republic Prokopis Pavlopoulos, "Paleologia 2018", May 29<sup>th</sup>, 2018).
- 9<sup>th</sup> module: "The files of social ideas in the 20th century and their destruction". For the subject elaboration, the dominant questions are: a) what pushed the society to proceed to this "liberation" - burning? b) was it possible to administer justice in the absence of the files? c) was reconciliation achieved without acceptance and suffering? d) what was it that made the past giving birth to the files undesirable? e) in the public sphere for this issue, how did politicians, historians, victims of surveillance emerge as protagonists?

#### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>

Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.	Lectures	26
	Practical exercises focusing on the methodologies and case studies analysis for each student	30
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	Study and analysis of literature	38
	Exams preparation	40
	Final exams	2
The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.	<b>Total workload</b>	176
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p>Description of the evaluation procedure.</p> <p>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – individualized assignments</li> <li>3. Oral presentation of assignment</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5. RECOMMENDED LITERATURE

### **-Recommended literature:**

- Athanasiadis, C. (2015). *The withdrawn books. Nation and school history in Greece 1858 – 2008*, Athens: Alexandria (in Greek).
- Andreou, A., Kakouriotis, S., Kokkinos, G. Lemonidou, E., Papandreou, Z. & Paschaloudi, E. (editors), (2015). *Public History in Greece. Uses and abuses of history*, Thessaloniki: Epikentro (in Greek).
- Karamanolakis, B. (2019). *Unwanted past. The files of social ideas in the 20th century and their destruction*, Athens: Foundation - Historical Library (in Greek).
- Kokkinos, G. (2015). *The Holocaust. The management of traumatic memory. Perpetrators and victims*, Athens: Gutenberg (in Greek).
- (2012). *Rust and fire. Approaching the relationship of history, trauma and memory*, Athens: Gutenberg (in Greek).
- (2010). "The dynamics of memory and oblivion in the public sphere and the laws regarding memory in France", in Kokkinos Giorgos, Elli Lemonidou, Agtzidis Vlasia, *Trauma and the politics of memory. Indicative aspects of the symbolic wars for History and Memory*, Athens: Taksidiftis (in Greek).
- Matsa, K. (2012). *The impossible mourning and the crypt. The drug addict and the death*, Athens: Agras (in Greek).

- Nikolaidou, S. (2012). *Elephants dancing*, Athens: Metaichmio (in Greek).
- Daliani-Karabatzaki, M. (2009). *Children in the midst of the Greek civil war 1946-1949, today's adults. Longitudinal study of the children who stayed in prison with their imprisoned mothers*, Benaki Museum, Children's Psychosocial Health Society (E.P.Y.P.E.), Athens: I.M. Panayiotopoulos' School Publications (in Greek)
- Papandreou, Z. (2018) *Traumatic memory and public history: Distomo 1944 – 2018*, Athens: Taksideftis (in Greek).
- Paschaloudi, E. (2010) *A war without end. The 1940s in political discourse, 1950-1967*, Thessaloniki: Epikentro (in Greek).  
 Volkan, V., "Large – Group Trauma at the Hand of the "Other". Transgenerational Transmission and Chosen Traumas", speech at the conference: *Conflict and reconciliation in groups, couples, families and society, EFPP European Federation of Psychoanalytic Psychotherapy*, Athens 24-27 May 2012.
- Volkan, V. (2006). "What Some Monuments Tell Us About Mourning and Forgiveness?", from the collective volume Barkan Elazar, Karn Alexander (eds) (2006), *Taking Wrongs Seriously: Apologies and Reconciliation*, California: Stanford University Press.
- Hatzi, X., & Pateraki, L. (2009). "Memory in Psychoanalysis and Neuroscience: Their eclectic convergences through the questions of trauma and historical truth", *Oedipus*, vol. 2, Athens: Potamos (in Greek).

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ART AS HISTORY – HISTORY AS ART		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		SCIENTIFIC FIELD, GENERAL BACKGROUND, SKILLS DEVELOPMENT	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

The course aims at students understanding the historicity of art, as well as highlighting the multiplicity and diversity of the ways in which history is captured and becomes the material of visual expression. Bearing in mind that every work of art is a field in which various ideological, political and socio-cultural parameters coexist, we begin with the demarcations and displacements of "historical painting" from the Renaissance till today. Then, special emphasis is placed on the 20th century. Specifically, we examine artistic movements and collectives that not only re-approached the vocabulary of art, but made a political statement and criticized their contemporary historical reality. We will also focus on the cultural policy of the Third Reich, that is, the attack that the National Socialist regime unleashed on modern art and the attempt to impose an aesthetic narrative that would serve its racial ideologies.

References will be made to exhibitions-landmarks of the 20th century to ascertain the political and ideological dimensions of the public presentation of art and its ideological instrumentalization. The work of German artists who, after World War II, proposed ways of processing the painful past will be studied, as well as contemporary artistic practices that, using material from history and historiographical tools, deal with the past, trauma and extremity, while, at the same time, they constitute places of symbolic justice, historical empathy and reconciliation. The role of monuments in the creation of public history and the narratives of works of art in the public institutional space will concern us through emblematic examples.

Finally, contemporary theories and museum educational practices aimed at developing critical historical skills and strengthening collective self-awareness, trust and mutual acceptance will be examined.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Adapting to new situations and decision-making
- Working independently
- Team work

- Criticism and self-criticism

### 3.SYLLABUS

- I. The faces of war – Historical painting and depictions of war from PaoloUccello to OttoDix.
- II. Exhibiting History – The political and ideological dimensions of exhibitions.
- International Exhibition, Paris 1937
  - Degenerated Art and other "shame" exhibitions, 1933-1941
  - The Great German Exhibition, 1937
  - Document 1, Kassel, 1955
- III. Visual arts and artistic institutions in the Weimar Republic.
- Bauhaus
  - Expressionism
  - Dada
  - New Objectivity
- IV. *Empty the museums* – The cultural policy of the Third Reich and the hunt for the avant-garde.
- V. *Show your wounds* – Visual processing of the painful past.
- Joseph Beuys
  - Gerhard Richter
  - Anselm Kiefer
- VI. Public space - Public art - Public history
- From the traditional educational monument to the anti-monument, performance and participatory practices
  - The Monument to the Murdered Jews of Europe, Berlin
  - Anti-monuments, digital monuments, intangible monuments
  - Art in the Reichstag (Berlin) – From Christo's Packaging to GerhardRichter's Birkenau Series
  - The role of art in the constitutional court of South Africa (Johannesburg)
- VII. Art, Memory and Reconciliation
- Contemporary art as a tool of transitional justice
  - *Rwanda 20 Years: Portraits of Reconciliation*
  - *Artemis Alkalaj, Greek Jewish Holocaust Survivors*
  - Marina Abramović, Balkan Baroque
- VIII. From the authority museum to the socially oriented museum – Educating museum citizens with critical historical and social skills.

### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support learning process through the electronic platform e-class,</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>

<p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i></p>	Lectures	26
	Practical exercises focusing on methodologies application and case study analysis for each student	30
	Teamwork – Individualized assignments	40
	Study and analysis of literature	40
	Exams preparation	40
	Final exams	2
<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i></p>	<b>Total workload</b>	178
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – individualized assignments</li> <li>3. Oral presentation of assignment</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5. RECOMMENDED LITERATURE

<p><b>-Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• Altshuler, B. (2008). <i>Salon to Biennial. Exhibitions that Made Art History</i>, v. I, London/New York: Phaidon Press Limited.</li> <li>• Altshuler, B. (2013). <i>Biennials and Beyond. Exhibitions that Made Art History</i>, v. II, London/New York: Phaidon Press Limited.</li> <li>• Becker, C. (2002). <i>Surpassing the spectacle. Global transformations and the changing politics of art</i>, Rowman &amp; Littlefield Publishers, Lanham 2002.</li> <li>• Bennett, T. (1995). <i>The Birth of the Museum. History, theory, politics</i>, London/New York: Routledge.</li> <li>• Bennett, J. (2005). <i>Empathic Vision: Affect, Trauma and Contemporary Art</i>, Stanford: Stanford University Press.</li> </ul>
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- Bischoff, L., & van der Peer, St. (2013). *Art and Trauma in Africa: Representations of Reconciliation in Music, Visual Arts, Literature and Film*, London/New York: I.B. Tauris.
- Bourke, J. (ed.), (2017). *War and Art: A Visual History of Modern Conflict*, London: Reaction Book.
- Buckley-Zistel, S., & Schafer, St. (eds), (2014). *Memorials in Times of Transition*, Cambridge, Antwerp, Portland: Intersentia Publishing.
- Burke P. (2003). *Autopsy. The uses of images as historical testimonies*, Athens: Metaichmio (in Greek).
- Chametzky, P. (2010). *Objects as History in Twentieth-century German Art: Beckmann to Beuys*, Berkeley/California/London: University of California Press.
- Desai, D., Hamlin, J., & Mattson, R. (2010). *History as Art, Art as History. Contemporary Art and Social Studies Education*, New York: Routledge.
- Enwezor, O. (2008). *Archive Fever: Uses of the Document in Contemporary Art*, New York & Göttingen: International Center of Photography & Steidl Publishers.
- Godfrey, M. (2007). «The Artist as Historian», *October* 120 (Άνοιξη 2007), σ. 140-172.
- Graeme, S. (2010). *Art Practice as Research: Inquiry in the Visual Arts*, Thousand Oaks/California, London & New Delhi: Sage Publications, 2005, 2<sup>η</sup> revised edition.
- Kim, S., Kollontai, P., & Yore, S. (ed.), (2015). *Mediating Peace: Reconciliation through Visual Art, Music and Film*, Cambridge: Cambridge Scholars Publishing.
- Kurze, A., & Lamont, Ch.K. (2019). *New Critical Spaces in Transitional Justice. Gender, Art, and Memory*, Bloomington: Indiana University Press.
- Salber M. Ph., & Bear J. (ed.), (2019). *What Was History Painting and What Is It Now?*, McGill-Queen's University Press, Montreal/Kingston/ London/ Chicago 2019.
- Young, J. E. (2000). *At Memory's Edge: After-Images of the Holocaust in Contemporary Art and Architecture*, New Haven: Yale University Press.
- Young, J. (1993). *The Texture of Memory: Holocaust Memorials and Meaning*, New Haven: Yale University Press.



## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	EDUCATIONAL STRATEGIES AND REPRESENTATIONS IN TEACHING HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General knowledge, Scientific field, Skills development</i>	SCIENTIFIC FIELD, GENERAL BACKGROUND, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

### 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 studies 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*

The course aims to approach history teaching in the Greek primary school through the prism of modern scientific research in the fields of history and history teaching. The research approaches analyzed in this course are interdisciplinary in nature as they involve data from modern scientific research and from the fields of pedagogy and psychology with history teaching. More specifically, the term "educational strategies" refers to modern ways of approaching history teaching in primary school, such as methodological approaches (the project method, thematic approaches, cooperative teaching, etc.). The term "representations" refers to the social and psychological (mental and emotional) images and to the mental and perceptual schemata that children, parents and educators hold regarding their perception of the past and their views of history as a way of making sense of the past. The term "teaching history" corresponds to the pedagogy of history as a scientific subject that has been dynamically organized since 1980 and has produced autonomous scientific research with important conclusions about the ways in which history as a reference science-mother science can be transformed into a school subject. Through a series of 13 thematic units, each of which has a duration of two teaching hours, issues concerning history teaching with or without the use of a school textbook are analyzed, the management of issues that are contemporary but have special educational requirements (such as the management of historical trauma, cross-culturality and acculturation issues), methodological approaches (such as teaching history using sources, other educational strategies). The course begins with an introduction to the Teaching History and ends with the discussion of special modules such as the use of audio-visual representations in the history lesson (cinema, comics), local and oral history. The course is addressed to primary education teachers.

#### COURSE GOALS

The general and main goal of the course is to help the modern primary school teacher to understand the value and importance of teaching history as an educational challenge of approaching the historical past in a creative way, handling sensitive issues, understanding the contemporary way of thinking their students have and connecting this way of thinking with the historical past. Other goals are: knowing a number of varied, modern methodological educational approaches suitable for teaching history with and without the use of a school textbook, understanding the basic principles of teaching history, managing sensitive issues such as history trauma in the classroom, knowing alternative teaching approaches to history (teaching with the use of audio-visual sources, the use of images, etc.)

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Working independently
- Team work
- Criticism and self-criticism

### 3.SYLLABUS

#### *Introduction to Teaching History*

Basic principles of Teaching History. Analysis of the concepts "content" of historical knowledge, "methodological approach" of historical knowledge and "historical concepts". Examples and applications in the educational practice in primary school.

#### *Historical Thought and related concepts*

The "three schools" of modern historical thought (German, British and North American). Historical consciousness and other concepts such as historical empathy and historical understanding. The development of chronological thinking according to the age of students. The concept of historical event and its relationship with historical thought, historical consciousness and chronological thinking.

#### *Scientific, Critical, Intuitive thinking. Metacognition and development of metacognitive abilities.*

The way of receiving the historical past according to the three previous systems of thought. The relationship of these ways of thinking to history teaching through the use of the textbook and sources. Strengthening and developing critical and metacognitive abilities and skills in students with the help of the history lesson, the critical approach to school textbooks and the reading and study of sources.

#### *Development of educational strategies*

Different and varied methodological educational approaches to history teaching are examined and studied: the project method, the collaborative teaching approach, object teaching, experiential and active learning, cross-curricular and interdisciplinary approaches, differentiated teaching, teaching through of art. Educational scenarios for the history lesson and teaching models.

#### *Study of sources in history teaching (I)*

Theoretical approach to the study of sources in teaching history. Reading and studying. Critical approach to sources. Interpretations depending on the intention of the creator, the type of sources and other factors.

#### *Study of sources in history teaching (II)*

Empirical approach to teaching history through sources. Examples and Applications.

#### *School Textbooks and Curricula for History (I)*

Importance and use of school textbooks and curricula in the teaching practice and their connection with teaching history. Approaching school textbooks with the method of critical discourse analysis.

#### *School Textbooks and Curricula (II)*

Empirical approach to teaching history with or without textbook. Examples and Applications.

#### *Thematic approaches (I)*

"Visualizing historical time"

Teaching history in primary school using audio-visual media (cinema, comics). The mediation of art for the description of historical past, the critical approach of visual and audio-visual works and their utilization in teaching practice. Information Technology and History.

#### *Thematic approaches (II)*

History and environment. Local History and Teaching history. History and Museums.

#### *Thematic approaches (III)*

Public history, oral history and history teaching in primary school. "My history" and "the history of others" (enculturation and historical education).

### Summary, Evaluation, Reflection

The last section of the course is devoted to summarizing and drawing conclusions from the previous courses on teaching history in the modern primary Greek school; to the evaluation of the course from the students' point of view; to the formulation of proposals regarding teaching history and the school history through a reflective process.

## 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"><li>• Support of the learning process through the electronic platform e-class</li><li>• Selected use of ICT</li></ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Practical exercises focusing on methodologies application and case studies analysis for each student	30
	Teamwork – Individualized assignments	40
	Study & analysis of literature	38
	Exams preparation	40
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	176
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"><li>1. Final exams</li><li>2. Teamwork – individualized assignments</li><li>3. Oral presentation of assignments</li><li>4. Use of multiple literature sources</li><li>5. Participation in the educational process</li></ol>	

## 5. RECOMMENDED LITERATURE

**-Recommended literature:**

- Apostolidou, E. (2015). Affordances and constraints of history edutainment in relation to historical thinking. *Yearbook of International Society of History Didactics*. 36, 165-179.
- Barton, K., & Levstik, L. (2008). *Teaching History for the Common Good*. New Jersey: Taylor & Francis e-Library.
- Berg, C. (2019). Why study history? An examination of undergraduate students' notions and perceptions about history. *Historical Encounters: A journal of historical consciousness, historical cultures, and history education*, 6(1), 54-71.
- Barton, K. (2002). "Oh, That's a Tricky Piece!": Children, Mediated Action, and the Tools of Historical Time. *The Elementary School Journal*, 103 (2), 161-185.
- Cooper, H. (2002). *History in the Early Years*. London and New York: Routledge.
- Groot, J. (2016). *Consuming History. Historians and heritage in contemporary popular culture*. London and New York: Routledge.
- Kokkinos, G. (2015). *The Holocaust. The management of Traumatic Memory-Perpetrators and Victims*. Athens: Gutenberg (in Greek).
- Kokkinos, G., & Mavroskoufis, D., et al. (2015). *Trauma, Conflict Issues and Interpretative Controversies in History Education*. Athens: Rodon (in Greek).
- Kokkinos, G. (2006). *Educational Approaches to the Course of History*. Athens: Metaichmio (in Greek).
- Kouseri, G. (2019). *Historical Thought, School and Museum*. Athens: Epikentro (in Greek).
- Nakou, E., & Gazi, A. (2015). *Oral history in museums and education*. Athens: Nisos (in Greek).
- Lemonidou, E. (2017). *History on the big screen*. Athens: Taksidleftis (in Greek).
- Palikis, A. (2015). 'Discovering' 150 years of history in a portmanteau: An educational history programme at the Ethnological Museum of Thrace. *Yearbook of International Society of History Didactics*. 36, 67-82.
- Psaltis, C., Carretero, M., & Cehajic-Clancy, S. (2017). *History Education and Conflict Transformation. Social Psychological Theories, History Teaching and Reconciliation*. Cham: Palgrave Macmillan.
- Repoussi, M. (2004). *History lessons. From history to historical education*. Athens: Kastaniotis (in Greek).
- Rodwell, G. (2013). *Whose History? Engaging History Students through Historical Fiction*. Adelaide: University of Adelaide Press.
- Σακκής, Δ., & Τσιλιμένη, Τ. (2007). *Ιστορικοί Τόποι και Περιβάλλον*. Αθήνα: Καστανιώτης.
- Sole, G. (2019). Children's understanding of time: A study in a primary history classroom. *History Educational Research Journal*, 16(1), 158-173.
- Seixas, P. (2018). History in Schools. In. Bevernage, B. & Wouters, N. (eds). *The Palgrave Handbook of State-Sponsored History After 1945*, 273-288. London: Springer Nature.
- Seixas, P. (2017). A Model of Historical Thinking. *Educational Philosophy and Theory*, 49(6), 593-605.

- Torp, R. (2014). Towards an epistemological theory of historical consciousness. *Historical Encounters: A journal of historical cultures, and history education*, 1(1), 20-31.

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	LOCAL HISTORY: POLITICS, ECONOMY, SOCIETY AND EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General knowledge, Scientific field, Skills development</i>	SCIENTIFIC FIELD, GENERAL KNOWLEDGE, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>		

### 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 studies 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*

<p>After the course completion, students are expected to:</p> <ul style="list-style-type: none"> <li>• know the conceptual content and the importance of local history</li> <li>• be able to integrate local history into modern epistemological trends</li> <li>• focus on issues of application of local history in education</li> <li>• be able to evaluate the various models of teaching local history</li> <li>• integrate these applications into the context</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Exhibiting social, professional and moral responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p>
<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Team work</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### 3.SYLLABUS

The course is of a seminar nature and focuses, on the one hand, on the definition of the concept of local history and, on the other hand, on monitoring the prevailing trends regarding the application of this subject in education. Finally, a categorization of these trends as well as a construction of a teaching plan in line with modern approaches are attempted.

### 4.TEACHING AND LEARNING METHODS – EVALUATION

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning etc.</i></p>	<p>Face-to-face and partially though distance learning (not more than 35% according to article 30, paragraph 3, 4485/2017).</p>	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Distance learning though Zoom Support of the learning process through the electronic platform e-class</p>	
<p><b>TEACHING ORCHESTRATION</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
<p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching,</i></p>	<p>Lectures</p>	<p>30</p>
	<p>Practical exercises focusing on</p>	<p>30</p>



<i>educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	methodologies application and case study analysis for each student	
	Teamwork – individualized assignments	40
	Study and analysis of literature	40
	Exams preparation	38
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	180
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Individualized assignments</li> <li>3. Oral presentation of assignments</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5.RECOMMENDED LITERATURE

### ***-Recommended literature:***

- Finberg, H.P.R., & Skipp, V.H.T. (1967). *Local History: Objective and Pursuit*. David & Charles. pp. 46–70.
- Celoria, Fr. (1958). *Teach Yourself Local History*. London: English Universities Press
- Hey, D. (1996). *The Oxford Companion to Local and Family History*. Oxford University Press.
- Richardson, J. (1974). *The Local Historian's Encyclopedia*. New Barnet: Historical Publications.
- Rogers, A. (1972). *This Was their World: approaches to local history*. London: BBC (to accompany the BBC radio series broadcast Apr.-Jun. & Oct.-Dec. 1972)
- Bennett, T. (1995). *The Birth of the Museum: History, Theory, Politics*. London: Taylor and Francis.
- Allen, B. & Montell, W. L. (1981). *From Memory to History: Using Oral Sources in Local Historical Research*. <http://eric.ed.gov/?id=ED204250>
- Powell, W. R. (1958). Local History in Theory and Practice. *Historical Research*, 31(83), 41–48. <https://onlinelibrary.wiley.com/toc/14682281/1958/31/83>

- Kammen, C. (2003). *On doing local history*. Oxford; Altamira Press.
- Lovorn, M. G. (2012). Historiography in the Methods Course: Training Preservice History Teachers to Evaluate Local Historical Commemorations. *History Teacher*, 45(4), 569-579. <http://www.societyforhistoryeducation.org/pdfs/Lovorn.pdf>
- Local History Education and Digital Media in Historical Societies. <http://www.dighist.org/2015/02/local-history-education-and-digital-media-in-historical-societies-or-i-havent-come-up-with-a-catchier-title-yet/>
- Asdrachas S. (1982), "Historical research and historical education: realities and perspectives", Mnimon, Athens (in Greek).
- Asdrachas, S. (1995). *Historical images*, Athens: Themelio (in Greek).
- Asonitis, S. (2001). "Historical Documentation Based on Narrative Sources. A slippery road", Tekmirion, 3, 11-39 (in Greek).
- Vaina, M. (1997). *Theoretical framework for teaching local history for the twentieth century*, Athens: Gutenberg (in Greek).
- Bernard Alain-Jean-Marie, Geneviève Joutard, Jean-Pierre Rioux, (1987). *A la recherche du temps présent: Histoire orale et enseignement*, CRDP, Amiens.
- Braudel, F., *Mediterranean and the Mediterranean world at the time of Philip II of Spain*,
  - ✓ volume A: *The role of the environment*, translated by Claire Mitsotakis, published by M.I.E.T., Athens 1993 (1991).
  - ✓ volume B: *Collective destinies*, translated by Claire Mitsotakis, published by M.I.E.T., Athens 1997.
  - ✓ Volume C: *Events, politics, people*, translated by Clairi Mitsotakis, published by M.I.E.T., Athens 1998 (in Greek).
- Voros, F. (1990). "Local History", *Educational issues*, 20, 33-41 (in Greek).
- Voros, Fanourios (1991). "Local History", *Dialogue* 9, 27-39 (in Greek).
- Yiannopoulos, G. (1987). "The teaching of history", *New Education*, 42, 166-172 (in Greek).
- Yiannopoulos, G. (1992). "Local history," in *Local History and Archives*. Proceedings of Two Days Seminar (Samos, April 26-27, 1991), Samos 1992, 17-41 (in Greek).
- Yiannopoulos, G. (1997). *Essays on the theory and teaching history*, Athens: Bibliogonia (in Greek).
- Giotopoulou-Sisilianou, E. (1965), *Teaching history in Secondary Education*, Athens 1965 (in Greek).
- Croix, A. & Guyvarc'h, D. (1990). *Guide de l'histoire locale*, éd. du Seuil, Paris.
- Derruau, M. (1987). *Anthropogeography*, translated by G. Prevelakis, Athens: M.I.E.T. (in Greek).
- Dewey J. (n.d), *Experience and Education*, translated by L. Polenakis, Athens: Glaros (in Greek).
- Dosse Fr. (1993). *The history in crumbs. From Annales to New History*, Heraklion: University Press of Crete (in Greek).
- Douch, D. (1972). *Local History and the Teacher*, London: Redwood Press.
- Dymond, D. (1988). *Writing Local History*, Sussex: Phillimore & Co Ltd.
- Duby, G. (1995). *History continues*, Athens: Olkos (in Greek).
- Frey, K. (1999). *The project method: a form of collective work at school as theory and practice*, Thessaloniki: Kyriakidis (in Greek).
- Goubert, P. (1971). "Local History", *Daedalus*, c, pp. 113-127.

- Society for the Study of New Hellenism (1988). *Teaching history in Secondary Education*, Two days of discussion, Athens 9 and 10 May 1986, Athens: Grigoris publications (in Greek).
- Hoskins, W.G. (1984). *Local History in England*, Longman, London-New York 1984.
- Zonabend, F. (1981). *La mémoire longue. Temps et histoire au village*, PUF, Paris.
- Kalafati E. (1988). *The school buildings of primary education (1821-1929)*, Athens: General Secretariat of New Generation (in Greek).
- Matsangouras, I. (1997). *Teaching Strategies*, Gutenberg, 1997 (in Greek).
- LeGoff, Jacques, Pierre N. (eds.), *The work of history*, vol. 1-3, Athens: Rappas, 1981, 1983, 1988 (in Greek).
- LeGoff, J. (1998). *History and memory*. Athens: Nefeli (in Greek).
- Le Roy Ladurie, E. (1975). *Montaillou, village occitan de 1294 à 1324*, Paris: Gallimard
- Leontsinis, G. (1996). *Teaching of History. General – Local history and environmental education*, Athens (in Greek).
- Leontsinis, G. (1999). *History-Environment and their teaching*, Athens (in Greek).
- Leuillot, P. (1974). «*Histoire locale et politique de l'histoire*», *Annales E.S.C.*, σ. 139-150.
- Michaelaris, P. (1994). "The reception of local historiography", Scientific Meeting in memory of K. Th. Dimaras, Athens: K.NE. – E.I.E., pp. 211-221 (in Greek).
- Kokkinos, G. (2012). *The rust and the fire: Approaching the relationship of history, trauma and memory*. Athens: Gutenberg (in Greek).
- Kokkinos, G. (2015). *The Holocaust: Managing Traumatic Memory: Perpetrators and Victims*. Athens: Gutenberg Giorgos & Kostas Dardanos (in Greek).

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ANCIENT, BYZANTINE AND MODERN HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>	SCIENTIFIC FIELD, GENERAL BACKGROUND, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>		

### 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 studies 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*

- To introduce students to the basic concepts and important components of ancient and Byzantine and modern history and to present the scientific reflection that has developed around the issue of approaching and interpreting historical issues.
- To know the different interpretations based on the historiographical schools, which govern the past.
- To connect the content of the three above historical periods of the past with the process of shaping historical consciousness and historical thought.

After the course completion, students are expected to:

- describe and analyze the main characteristics and historical data of prehistory, antiquity and the Middle Ages as well as the modern period in the Greek area
- distinguish the historical sources of the different periods of medieval antiquity and the modern period.
- understand historical terminology and use it appropriately
- think historically and be able to interpret causal relationships and sequences
- understand that in practice school history is a programmatic selection from the vast material of the body of history.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Production of new research ideas
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking
- Respect for citizenship and democracy
- Comprehension of historicity

### **3.SYLLABUS**

- History of Ancient Greece:

From the Cretan-Mycenaean era to the end of the classical period. Introduction to aspects of the cultural history of the Minoan, Mycenaean and Cycladic civilizations. The history of the Geometric, Archaic, Classical and Hellenistic periods. Emphasis on the evidence of the material culture of the above periods as well as on the important texts of the ancient Greek literature.

- Byzantium:

The New Roman Empire. The new religion - Christianity- as a pillar of the Empire. Religion and Imperial Political Ideology. Views of Byzantine life. The ideal world of Byzantium. The heritage. Evidence of the material and textual culture of Byzantium.

- Recent History:  
1830- to date, political and social history

#### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	39
	Interactive teaching	12
	Activities	12
	Preparation	50
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	102
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation language: Greek Evaluation methods: Short answers, oral exams 1. Final exams 2. Progress test 3. Homework 4. Oral presentation of assignments 5. Use of multiple literature sources 6. Students offer feedback in the mid of the semester 7. Ensuring integrity for evaluating students' performance Students can discuss their answers in order to improve mistakes after the end of the exams.	

#### 5.RECOMMENDED LITERATURE

**-Recommended literature:**

- Schuller, W. (2001). *History of Ancient Greece*. Athens: M.I. E.T. (in Greek)
- Mango, C. (1999). *Byzantium. The New Roman Empire*. Athens: M.I.E.T. (in Greek)

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	MODERN GREEK HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General knowledge, Scientific field, Skills development</i>		SCIENTIFIC FIELD, GENERAL BACKGROUND, SKILLS DEVELOPMENT	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

### 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 studies 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*

After the course completion, students are expected to:

- know the main historical milestones of the Cyprus problem
- know the position and importance of the Cyprus problem, at the level of neo-Greek liberationism, the position of Greece in the international environment, in various periods (from the First World War to the present day), the Greek national claims, and the relations of Greece with the Great Powers and Turkey
- highlight and discuss aspects of the multifaceted Cyprus-Greece relations as these were expressed in the various phases of the Cyprus problem in the 20th century.
- have acquired supervision of the basic literature and the main archival sources of the Cyprus problem
- know the main results of the Turkish invasion in Cyprus in 1974 regarding today's Cypriot daily life both in the personal field and at the level of Public history and its management (missing people, refugees, memory issues).
- be able to integrate and identify through the "locality" and "partiality" of the Cyprus problem aspects and phenomena of the most recent and modern history of Greece and the Eastern Mediterranean
- be familiarized with one of the most critical decades of the 20th century for the Greek, European and world history.
- realize that the Second World War was a turning point and shaped the framework of the post-war world by forming two opposing hegemonic poles that inaugurated and gradually gave meaning to the long period of the Cold War.
- realize the circumstances that led to the country's involvement in the war and led to the German conquest
- understand the conditions that prevailed in German-occupied Greece
- realize that after the war the country did not return to its former normality but was led to December clashes (Dekemvriana) and finally to the Civil War (1946-1949)
- know how much the Macedonian issue changed in terms of content since the end of the Second World War until today and regarding a matter of expansion it changed to a matter of identities
- know the creation of the modern Macedonian nation (ethnogenesis) and how it changed identity issues in Greece, Bulgaria and among expatriates in the USA, Australia
- understand the relations between Athens-Belgrade-Sofia in the post-war world from the Macedonian perspective
- realize that after the independence of FYROM, the Macedonian issue turns into a transnational issue with Skopje as its center, in contrast to the past when Belgrade was its center.
- understand the issue of the confrontation of the Slavo-Macedonians with the Bulgarians and the Greeks at the level of identities and the consequent concept of antiquity of the past in order not to feel disadvantaged.
- know the diplomatic contacts and actions for problem solving
- know the regime created by the Athens-Skopje and Skopje-Sofia agreements on transnational issues and identity issues.



### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to management and administration in education
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking

### **3.SYLLABUS**

#### ***The Cyprus problem***

- The British occupation of 1878. Demographic data - Society - Economy.
- Political and national claims. Church – Archdiocesan issue. Cypriots in the Greek and world wars. Educational and spiritual development. The October Uprising of 1931.
- The colonial counter-revolution, 1931-1940. Social and economic problems of the interwar period. Cyprus and the Second World War. The founding of AKEL and its impact. The post-war situation and the impact of the Greek civil war.
- The Referendum of 1950. The internationalization of the Cyprus problem. The preparation and the armed struggle. The Zurich-London treaties and the 1960 constitution. The period 1960-1974. Coup d'état of July 15, 1974 and the Turkish invasion. The results of the Turkish invasion. The Cyprus problem after 1974.

#### ***1940s (1941-1949)***

- Introduction: Metaxas dictatorship-Greek-Italian and Greek-German war (August 1936-May 1941).
- Occupation and zones of occupation (German, Italian-Bulgarian): The daily life of the Occupation, occupation administration structures, aims and attitudes.
- From passivity to mobilization, from sporadic acts to organized guerrilla: Resistance (armed-urban, province-city).
- The "legal order" of the occupiers: practices of dealing with resistance, attitude towards civilians (retaliation and anti-guerrilla policy).
- Fascism-anti-fascism, communism-anti-communism, a society at war: Resistance and Cooperation as features of an ongoing occupying civil war.
- The destruction of the Jewish communities: The Greek dimension of the Holocaust.
- The political developments inside and outside Greece: Occupying governments vs Exiled governments

- Liberation in a Divided Country: Political and Military Developments
- December clashes (Dekemvriana) (in the center and in the countryside): Towards Varkiza and its rejection (on both sides).
- The period of the White Terrorism (1945-46). Elections, Referendum and the slide towards conflict.
- Civil War (1946-1949): The (ideological-political and military) events, their international dimensions, schools of historiography and communities of memory today.

***The modern Macedonian issue (1944-2018)***

- The creation of the Federal State of Socialist Macedonia within the framework of Yugoslavia
- The construction of the Macedonian national identity
- The position of the refugees of the Greek Civil War in the national narrative and in the ethnogenesis of the Socialist Republic of Macedonia
- Greece's position on the Macedonian issue
- Bulgaria's position on the Macedonian issue
- Athens-Sofia-Belgrade relations in the light of the Macedonian issue
- Macedonian emigrants to the USA, Canada and Australia and their relationship with the Macedonian issue
- The independence of the Socialist Republic of Macedonia
- Greece and FYROM (1991-1994)
- The Interim Agreement
- The antiquity approach of the past and the policy of victimization of the Slavo-Macedonians
- The Prespa Agreement

**4.TEACHING AND LEARNING METHODS – EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	30
	Practical exercises focusing on methodologies application and case studies analysis	40
	Teamwork – Individualized assignments	40
	Study & analysis of literature	50
	Exams preparation	40
	Final exams	2

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</p>	<p><b>Total workload</b></p>	<p>202</p>
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p>Description of the evaluation procedure.</p> <p>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of assignments</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the educational process</li> </ol>	

## 5.RECOMMENDED LITERATURE

<p>-Recommended literature:</p> <p>The Cyprus problem (in Greek)</p> <ul style="list-style-type: none"> <li>• Averof-Tositsas Evangelos, <i>History of lost opportunities</i> (Cyprus problem, 1950-1963), vol. 1-2, Athens 1981.</li> <li>• Vlachos Angelos, <i>Ten years of the Cyprus problem</i>, Athens 1980.</li> <li>• Parliament of the Greeks (ed. T. Gerozisis), <i>The Cyprus problem in the Parliament of the Greeks</i>, vol. A-D, Athens 1994.</li> <li>• Crouzet, François (trans. Aristotle Frydas), <i>The Cyprus conflict 1946-1959</i>, vol. A-B, Athens 2011.</li> <li>• Grivas - Digenis Georgios, <i>Memoirs of the EOKA competition 1955 - 1959</i>, Athens 196</li> <li>• Ioannou Fifis (ed. Gavriel Papas), <i>This is how the Cyprus problem began. In the footsteps of a decade (1940-1950). AKEL - KKE relations in the years of the civil war</i>, Athens 2005.</li> <li>• Kazamias Giorgos - Papapolyviou Petros (ed.), <i>Eleftherios Venizelos and Cyprus. Conference Proceedings</i>, Athens 2008.</li> <li>• Kardianos Dionysios (= Papageorgiou Spyros), <i>Attila strikes Cyprus</i>, Athens 1976.</li> <li>• Katsiaounis Rolandos, <i>Assembly 1946-1948. With a review of the period 1878-1945</i>, Nicosia 2000.</li> <li>• Kitromelidis Paschalis, "Cyprus 1914-1941", <i>History of the Greek Nation</i>, vol. IE, Athens 1978, pp. 473-481.</li> <li>• Kranidiotis Nikos, <i>Difficult years: Cyprus 1950-1960</i>, Athens 1981.</li> <li>• Kranidiotis Nikos, <i>A city without security. Cyprus 1960-1974</i>, vol. 1-2, Athens: 1985.</li> <li>• Ktoris Sotos, <i>Turkish Cypriots. From the margin to the cooperation (1923-1960)</i>, Athens 2013.</li> <li>• Lambrou K. Giannis, <i>History of Cyprus, the years after Independence, 1960-2004</i>, Nicosia 2004.</li> <li>• Markides, Diana (trans. Eleni Iereidou – Mollisson), <i>Cyprus 1957 – 1963</i>, Athens 2009.</li> <li>• Pantelis Stavros, <i>New History of Cyprus</i>, (Athens 1985).</li> <li>• Papageorgiou Spyros, <i>Cyprus storm 1955-1959</i>, Nicosia 1977.</li> </ul>
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#### **The Macedonian Issue (1944-2018) (in Greek)**

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- Katsanos, Konstantinos. *The Macedonian issue in Greece-Yugoslavia relations: Secret documents 1949-1967* / Konstantinos Katsanos. - 1st ed. - Thessaloniki: Kyriakidi Brothers, 2012.
- Collective work. *Macedonian Identities Through Time: Interdisciplinary Approaches / Συλλογικό έργο*, Evangelos Livieratos, Miltiades B. Hatzopoulos, Ioannis Xydopoulos, Elias Koulakiotis, Angeliki Delikari, Basil C. Gounaris, Konstantinos Katsanos, Vemund Aarbakke, Iakovos D. Michailidis, Ioannis Manos, Stavroula Mavrogeni, Vlasis Vlasidis, Tamis Anastasios, Nikos Zaikos, Faidon I. Kozyris · edited by Ioannis D. Stefanidis, Vlasis Vlasidis, Evangelos Kofos. – 1st edition - Thessaloniki: Epikentro, 2010. – 382 pages. · 24x17εκ.
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- Kentrotis, Kyriakos, "Echoes from the past: Greece and the Macedonian controversy", In: *Mediterranean Politics*, 1 (1994), 85-103.
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- Kotzias, Nikos. The great negotiation: Prespes / Nikos Kotzias, Seraphim Kotrotsos. - 1st ed. - Athens : Pataki Publications, 2019. - 337p. · 21x14cm.
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## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	EDUCATIONAL SYSTEMS IN EUROPE AND GREECE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b> 7.5
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General knowledge, Scientific field, Skills development</i>		A. General background as it regards understanding the processes of emergence and development of educational systems B. Special background in understanding the concept of "Politics" and other concepts related to the formulation and implementation of policies at the state and international level C. Specialization of general knowledge in understanding the institutions and functioning of the EU and international organizations with educational responsibilities (direct and indirect)	
<b>PREREQUISITE COURSES:</b>		NO	
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		NO	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

After the course completion, students are expected to:

1. analyze and understand the terms: education-educational system, politics and Educational Policy.
2. distinguish the form of the educational procedures from the 6th Century AD and the bodies that undertake to exercise educational activity.
3. Realize the change in educational organization the development of state educational systems (18<sup>th</sup> – 19<sup>th</sup> century) as well as to question the political, economical and social reasons that contributed to this change.
4. familiarize themselves with exemplary cases: Prussia and the German-speaking area, France, Great Britain, the USA.
5. compare and critically perceive the processes of mutual observation and development of the convergent trend in educational systems (19th and 20th centuries)
6. understand the era of international organizations and transnational associations and to familiarize themselves with the ways of their political-economic-social operation.
7. question the reasons that make education a sector of increased economic-political interest in the globalized situation of the 20th and 21st century.
8. perceive and interpret the current global educational reality through the elements of international organizations and the policies that take place.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Working independently
- Team work
- Respect for difference and practice in comparative examination
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Enhancement of narrative skills
- Enhancement of interpretation skills

### 3.SYLLABUS

The education of the future is shaped by current processes in international organizations and associations and by the perception of these processes by individual state societies. Therefore, education has received and will receive multiple forms, that will characterize it as a continuous and alternating process. However fluid the structure of the educational process may become, however widespread a sense of disorganization and rebellion it may cause, there are two things that remain unchanged in the way educational phenomena are studied. These are summarized by Pierre Bourdieu, noting that "we must rethink the principles on which an educational system as democratic as possible can be built, which will be adapted to the demands of the present and, at the same time, able to respond to the challenges of the future". Thus, we have a strong urge to utilize our historical knowledge of the constant phenomena that have shaped current conditions in education and at the same time test new educational policies, with the aim of creating high cognitive outcomes combined with far-reaching social outcomes. Of course, the interaction between education and the economy has a dominant position in the international educational debate.

The course has three axes: The first axis is the state and its multiple forms, properties and functions. The second axis is education. The third axis is science and knowledge. A focal point between education on the one hand and science and knowledge on the other, is higher education.

### 4.TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	26
	Practical exercise focusing on methodologies application and case studies analysis for each student	39
	Teamwork activities	20
	Teamwork assignment in case study	60
	Study and analysis of literature	40
	Exams preparation	38
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	225

<b>STUDENTS' EVALUATION</b>	
<p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of students' performance is carried out based on combination of the final written exam and individual or teamwork assignments. In the introductory course, the structure and thematic units of the course are precisely discussed. Additionally, the responsibilities, the methods of organization and the validity criteria of the assignments are also discussed. Regarding the criteria, the main ones are the following: the functional use of terminology, the ability to articulate coherent, comprehensive, modern and informed discourse, the breadth and depth of the literature review attempted.</p>

## 5.RECOMMENDED LITERATURE

### **-Recommended literature:**

- Green, A. (2010). *Education and Formation of the State. The emergence of educational systems in England, France and the USA*, Translation-Editor: P.G. Kimourtzis – Gl. Maniotis, Athens: Gutenberg (in Greek).
- Stamelos, G. (2009). *Educational politics*. Athens: Dionikos (in Greek).
- Stamelos, G. & Vassilopoulos, A. (2004.). *European Education Policy. Organization, Topics, Implementation Methodology, Effects on Greek education and training*, Athens: Metaichmio (in Greek).
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- Tsaousis, D.G. (2007). *The Educational Policy of International Organizations. Global and European dimensions*. Athens: Gutenberg (in Greek).
- Zimas, A. (2007). *Globalization and educational policy*, Metaichmio, Athens (in Greek).
- Pasiás, G. K. (2006). *European Union and Education. Institutional Discourse and Educational Policy (1950-1999)*, vol. 1, Athens: Gutenberg (in Greek).
- Pasiás, G. K. (2006). *European Union and Education. The Lisbon Strategy – Educational Discourse and Policies (2000-2006)*, vol. 2, Athens: Gutenberg (in Greek).
- Foteinos, Dimitris (2020). *Curricula and educational reforms in Greece (1950-2020). Comparative and International Educational Review*, vol. pp. (the publication of the issue is expected within June 2020, accessible at <http://scholar.uoa.gr/dfoteinos/publications> ) (in Greek)
- Foteinos Dimitrios (2019). The formation of resistance culture in Greece and the history null curriculum\_a preliminary account. *History of Education and Children's Literature*, XIV(2), 191-207
- Foteinos, Dimitrios (2018). "Not in the 1968". The Greek university students rebellion in 1973 and its aftermath in the 2015 Greek multi-crisis. In Andrés Payà Rico, José Luis Hernández Huerta, et al. (Eds) *Globalizing the student rebellion in the long '68* (pp. 159-167). Salamanca: Fahren House.

- Foteinos, Dimitris. (2017). *History of education. An approach to the genealogy of the institution*. Athens: Grigoris (in Greek)
- Foteinos, D. et al. (ed.) (2017) *Education and educational reform: historical-comparative approaches*. Athens: Gutenberg (in Greek)
- Foteinos, Dimitris. (2013). *History of secondary education curricula (1950-1980): between ideological and political regulation and pedagogical reform*. Athens: Gutenberg (in Greek).

**Relevant journals**

Academia Publication of Higher Education Policy Network

Issues of history of education

International and European policy

Political Science Review

British Educational Research Journal

Review of Education

## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	SPECIAL ISSUES OF EDUCATION POLICY: GENDER, IMMIGRATION PROBLEM, SPECIAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field,, Skills development</i>	SCIENTIFIC FIELD, BACKGROUND, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>		

### 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 studies 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*

### **Minority Educational Policy and Education of Foreign speakers in the Greek Region. Key Parameters and Policies for the Management of Diversity.**

Knowledge:

After the course completion, participants will be able to:

- Identify the main parameters that determined the Greek minority policy during the last century
- Determine the importance of the political, social and international context in this process
- know the basic characteristics and particularities of policies towards specific minority groups, the reasons that caused them as well as their own reaction to them.
- Analyze and critically correlate similarities and differences between these educational policies.

Skills

After the course completion, students:

- will have practiced in the study and processing of educational policies and relevant primary sources.
- will interpret the content of the policies and evaluate the participation of the various data.
- will combine the content of various policies and interpret it, placing it in the historical context of the period they are studying.

### **The Romanian schools of the southern Balkans (late 19<sup>th</sup> – mid 20<sup>th</sup> century)**

Students are expected to get familiarized with a subject that highlights the direct correlation between economic-social-political circumstances and educational policy-making.

- It is attempted to assess the influence that schools exerted on the formation of national identity in a period of sharpening of national rivalries in the Balkans.
- To be able to appreciate the importance of international conditions in the design and implementation of educational systems.
- To recognize the main pillars of educational policy implementation for Romanian schools in the southern Balkans.
- To identify individual parameters of the functioning of Romanian schools.
- To outline the training providers.

### **Practices of managing (national) otherness as tools of socialist transformation: The example of Greek-language education in the USSR (1920-1937)**

Knowledge:

After the course completion, students will be able to:

- name and describe intercultural practices used by the socialist regime against minorities in the direction of socialist transformation
- describe the key ideological components that defined HomoCommuniticus, the model citizen expected to shape the Soviet regime

Skills:

After the course completion, students:

- will have practiced in the study and processing of primary sources
- will interpret the content of sources written in a particular way of writing
- will combine the content of various sources and interpret it, placing it in the historical context of the period they are studying.

### **Gender identities in education**

After the completion of this module, students:

- will have understood the mechanisms that shape gender identities at school and in modern society in general



- will have studied and know the ways in which the school context contributes to the formation and expression of gender
- will have got familiarized with the methods of investigating gender identities and intervening with the aim of promoting gender equality in education
- will have acquired a critical attitude towards their personal gender representations, but also towards the way and practices that constituted them
- will have understood the gender production of scientific knowledge and its reproduction practices
- will be able to identify gender stereotypes, prejudices, inequalities and discrimination in the education system

#### **Disability and Special Education in important historical periods**

The content of the course focuses on the historical development of special education in historical periods, BC and AD. In particular, after the course completion, students are expected to have achieved the following:

- Acquiring knowledge related to stereotypes, practices, symbols, traditions, customs for people with special needs, as they were formed in important historical periods.
- Ability to form a judgment on issues of disability / special education

#### **The first efforts of the Greek state to introduce Special Education**

In the context of the course, the effect of European pedagogical concepts and trends on the formation of the progressive pedagogical and hygienic practices that were instituted and implemented in the Greek state, during the first half of the 20th century, is examined. The course also focuses on the establishment and operation of the first school for children with special needs during the period of the dictatorship of I. Metaxas, the debates and policies that preceded it, the institutionalizations that followed, as well as the people who played a main role. The investigation is carried out through the study of the relevant literature and historical sources.

After the course completion, students are to know:

- The political, social and educational conditions of the first half of the 20th century.
- To understand and interpret the formation of pedagogical concepts within the broader context of that period.
- The German reform pedagogy and its effect on the educational developments in Greece.
- The development of interest regarding the child's health and the impact of related sciences on the creation of structures and the development of practices for children's protection.
- The historical context during the establishment and operation of the Standard Special School of Athens, the first school for children with special needs in Greece.
- The organization and operation of the Standard Special School of Athens.
- To highlight and discuss critical and coherent logical arguments regarding the long-term approaches concerning the issues of people with special needs and Special Education both in Greece and in the rest of Europe.
- To understand the possibility of a critical approach to historical primary sources and to juxtapose them creatively with the dominant historical narratives.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Adapting to new situations
- Respect for difference and multiculturalism
- Exhibiting social, professional and moral responsibility and sensitivity to gender issues
- Team work
- Skills acquisition for search, analysis and synthesis of data and information
- Production of free, creative and inductive thinking
- Working in an international and interdisciplinary environment
- Criticism and self-criticism
- Working in an international environment
- Search for and update knowledge and skills in issues of special education

### **3.SYLLABUS**

#### **Minority Educational Policy and Education of Foreign Speakers in the Greek Region. Key Parameters and Policies for the Management of Diversity.**

In the context of this section, it is attempted to approach the basic dimensions of the Greek minority policy and the educational policy for the gender populations during the last century. Therefore, the role of important parameters for their management is analyzed, such as nationalism and the national interest, the role of socio-political developments in the Greek environment, the role of the international factor and the country's external relations, as well as the relationship of the general educational framework in Greece with them. Thus, the reasons that dictated different policies for individual minority groups, their management according to their "strategic" importance, and the central features of the policies towards the minority Muslims of Thrace, the Slavic speakers of Macedonia, the Muslim Chams, the Jews and the Armenians are examined. In particular, the importance of post-war developments for changing the setting and the reasons that led to different approaches of organization are examined. In detail, the reasons that led to a permanent educational policy in the area of the Muslim minority of Thrace, which began to differentiate with the reform in this field from 1997 to today, are analyzed. The cross-cultural education policy of the Greek state over the last 40 years is examined as well as to what extent it contributed to the management model of multiculturalism in the Greek education system.

#### **The Romanian schools of the southern Balkans (late 19<sup>th</sup> – mid 20<sup>th</sup> century)**

In the context of the course, the Romanian educational network of the southern Balkans from the end of the 19th to the middle of the 20th century is examined. Two axes are included: The first concerns the different periods of operation of the Romanian schools, the role of the Ottoman Empire, the Balkan states and, especially, the Greek state. The second axis covers issues related to the supervision and

administration of Romanian schools, the profile of the teaching staff, the testimonies of the educational institutions themselves.

### **Practices of managing (national) otherness as tools of socialist transformation: The example of Greek-language education in the USSR (1920-1937)**

The module attempts to highlight the practices of managing otherness that the Soviet regime applied towards the minorities living in the USSR, so as to achieve the socialist transformation of society.

The presence of the Pontic Greeks in South Russia and Transcaucasia was strengthened in the 18th century due to the settlement policy initiated by Peter the Great; favoring the mass movement of Christian populations by offering them many incentives. After the outcome of the war of 1878, the conditions for the mass migration of Greek Orthodox populations from Pontus to these areas were created.

The tsarist government sought the culturalization of national minorities through education.

After the predominance of the Bolsheviks, in the 1920s for the regions we are examining, the principle of ethnic equality becomes a basic ideological component of the socialist formation. Korenizatsiya's principle advocated the complete equality of all nations and languages in the new construction. The choice of this policy was presented by Stalin as an antidote to Russian nationalism. It resulted in the immediate creation of the People's Commissariat of Nationalities, whose responsibility was to implement the principles of Soviet power in the area of the various nations and in their language, as well as taking all necessary measures to improve their cultural level.

The policy of korenizatsiya created the conditions for the development of the Greek minority. In the new formation, the national minorities could preserve their language and culture, as well as form corresponding education structures. The Greek national team, through its integration in the Soviet Union, was able to articulate a discourse regarding its educational choices. On a more practical level, this meant recognizing the right of the Greek minority to establish national schools, in which the national language would be taught.

The issue of choosing the educational language for the Greek minority was then raised. The purist Greek was rejected as class determined. It was decided to formalize the vernacular and to replace the historical orthography with the phonetic one, as well as to replace the twenty-four-letter alphabet with the twenty-letter one.

The intellectuals of the Greek minority enlisted in the writing of the appropriate manuals that would prepare the Greek minority for socialist integration through "a culture national in form and socialist in content."

An archive of 106 books allows the scholar to form an image of how this socialist transition would be attempted, always guided by respect for national difference.

In the context of this unit, the Soviet educational policy for the management of otherness and its results will be highlighted.

The course will seek to demonstrate how language, anti-religious education and political integration in the Soviets were used as tools of political and cultural integration in the newly formed schema.

Participants will be asked to study primary material, classify and interpret it within the context of the existing historical context.

### **Gender identities in education**

The purpose of this module is to train postgraduate students in gender equality issues and in particular in the integration of the gender dimension in the educational process, in pedagogical practices and the implementation of educational interventions related to gender and discrimination in the school community.

The specific objectives of the course are:

- the investigation of the relationship between gender and education, that is, how gender is structured and expressed in the education system
- the introduction of the gender issue and the adoption of a critical attitude towards their personal gender representations, but also towards the way and practices that constituted them

- the awareness of the use of anti-sexist language and practices, as well as the development of the ability to identify gender asymmetries and discrimination in the field of education and in the wider social sphere

The specific module of the course deals with the following individual thematic fields:

- Psychological approaches to gender construction
- Education as an institution of learning, formation and reformation of gender "identities"
- Social and biological sex, gender identities and discrimination
- Gender activities in the school community (science, technology and gender, literature, physical education, sports, games, history, gender and public life)
- Understanding and interpreting gender differences in learning and achievement in school. Evaluation and gender.
- Policy design for gender equality in education.

#### **Disability and Special Education in important historical periods**

- Disability in ancient Egypt and Middle Eastern cultures.
- The position of people with special needs in ancient Greece.
- Special education in Byzantium and the Middle Ages.
- Historical development of special education in Greece, during the 20th century.
- Special education in the USA from 1970 to 2010.

#### **The first efforts of the Greek state to introduce Special Education**

- Sociopolitical, economic and educational developments from 1895 to 1936
- Child education during the interwar period
- The German Reform Pedagogy
- The development of interest in the child's health
- School hygiene and Paedology
- The institution of school hygiene and the hygienic reform of the school
- The first efforts to educate children with special needs
- The 4<sup>th</sup> August regime
- The establishment and operation of the Standard Special School of Athens
- The people who played a major role in establishing and operating the Standard Special School of Athens
- Hygienic and pedagogical operating principles of the Standard Special School of Athens
- The effect of Reform Pedagogy and Paedology on the practices implemented in Standard School of Athens
- The Standard School of Athens as a social intervention
- The effect of the Standard School of Athens in the development of Special Education in Greece

#### **4.TEACHING AND LEARNING METHODS – EVALUATION**

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i></p>	<p>Face-to-face and partially through distance learning methods (not more than 35% according to article 30, paragraph 3, 4485/2017)</p>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Distance learning platform Zoom Support of the learning process through the electronic platform e-class</p>	
<p style="text-align: center;"><b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i></p>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30

Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.	Practical exercises focusing on the methodologies application and case studies analysis for each student	50
	Teamwork – Individualized activities	40
	Study & analysis of literature	45
	Exams preparation	45
	Final exams	2
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	212
<p style="text-align: center;"><b>STUDENTS' EVALUATION</b></p> <p><i>Description of the evaluation procedure.</i></p> <p><i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> <li>1. Final exams</li> <li>2. Teamwork – Individualized assignments</li> <li>3. Oral presentation of assignment</li> <li>4. Use of multiple literature sources</li> <li>5. Participation in the education process</li> </ol>	

## 5.RECOMMENDED LITERATURE

### ***-Recommended literature:***

#### **The Romanian schools of the southern Balkans (late 19th – mid 20th century) (in Greek)**

- Averof-Tositsas, E. (1987). *The political side of the Vlachs issue*. Trikala: Philological Historical Literary Association of Trikala.
- Iliadou-Tahou, S. (2004). *The Balkans in the midst of nationalist confrontations. The Greek-Romanian and Greek-Serbian rivalry in the Vilayet of Monastiri (1870-1912)*. Thessaloniki: Stamoulis.
- Kollaros, B. (2015). *The minority policy of Eleftherios Venizelos (Doctoral thesis)*. Athens: Panteion University of Social and Political Sciences - Department of International, European and Regional Studies.
- Nikolaidou, E. (1978). *Foreign Propaganda and ethnic Albanian movement in the metropolitan provinces of Durres and Belgrade during the late 19th and early 20th centuries*. Ioannina: I.M.I.A.X.
- Nikolaidou, E. (1984). *The Albanian movement in the Vilayet of Ioannina and the contribution of the clubs to its development (1908-1912)*. Ioannina: I.M.I.A.X.
- Nikolaidou, E. (1995). *The Romanian propaganda in the vilayet of Ioannina and in the Vlach-speaking villages of Pindos. Volume I (mid 19th-1900)*. Ioannina: Society for Continental Studies.
- Sfetas, S. (2001-2002). "The historical context of Greek-Romanian political relations (1866-1913)". *Macedonian*, v. 33.

- Tounda-Fergadi, A. (2009). *Minorities in the Balkans. Balkan Conferences 1930-1934*. Thessaloniki: Epicenter.
- Tsioumis, K. (2008). *Minorities in Greece. Greek minorities in the Balkans*. Thessaloniki: Stamoulis.
- Chrysochou, Ath. (1951). *The occupation in Macedonia. The action of the Italian-Romanian propaganda. Book C*. Thessaloniki: Society of Macedonian Studies.

Foreign literature

- Berciu-Drăghilescu, A. & Petre, M. (2004). *Școli și Biserici Românești din Peninsula Balcanică – Documente (1864-1948). Vol. I*. București: Editura Universității din București.
- Berciu-Drăghilescu, A. & Petre, M. (2006). *Școli și Biserici Românești din Peninsula Balcanică. Documente (1918-1953). Vol. II*. București: Editura Universității din București.
- Cordescu, M. V. (1906). *Istoricul Școalelor Române din Turcia, Sofia și Turtucaia din Bulgaria și al seminarilor de limba română din Lipsca, Viena și Berlin*. București.
- Tanașoca, N. (2011). La position du Ministère des Affaires Étrangères de la Roumanie sur la “question aroumaine” à la veille de la Conférence de la Paix de Paris (1945). Στο *Travaux de Symposium International Le Livre. La Roumanie. L’Europe. Tome IV*. Bucharest: Éditeur Bibliothèque de Bucarest, σ. 305-322.

**Practices of managing (national) otherness as tools of socialist transformation: The example of Greek-language education in the USSR (1920-1937)**

Foreign literature

- Alston, P. L. (1969). *Education and the State in Tsarist Russia*. Stanford: Stanford University Press.
- Altstadt, A. L. (1989). Nationality education policy in the Russian empire and the Soviet Union. *Institute of Muslim Minority Affairs Journal*, 10/ 2, p.p. 450-463.
- Anderson, B. A. & Silver, Br. D. (1984). Equality, Efficiency, and Politics in Soviet Bilingual Education Policy, 1934-1980. *American Political Science Review*, 78, p.p. 1019-1039.
- Anderson, B. (1965) (1991). *Imagined Communities*. Reflections on the origins and spread of Nationalism. Revised Edition ed. London and New York.
- Anderson, B. A. & Silver, Br. & Velkoff, D. V. A. (1987). Education of the Handicapped in the USSR: Exploration of the Statistical Picture. *Soviet Studies*, 39, p.p.468-488.
- Clem, R. S. (1986) (Ed). *Research Guide to the Russian and Soviet Censuses*. Ithaca and London: Cornell University Press.
- Clowes, W., Kassow, S. D., & West, J. L. (eds). (1991). *Between the Tsar and People: Educated Society and the Quest for Public Identity in Late Imperial Russia*. Princeton: Princeton University Press.
- Davies, R.W. (1980). *The Soviet Collective Farms, 1929-1930*. London: Macmillan.
- Ewing, E. Th. (2006). Ethnicity at School: ‘Non-Russian ‘Education in the Soviet Union during the 1930s. *History of Education*, 35/ 4–5, p.p. 499–519.
- Fishman, J. L. (1972). *Language and Nationalism*. Rowly: MA Newbury House.
- Fitzpatrick, Sh. (1994). *Stalin's peasants: resistance and survival in the Russian village after collectivization*. New York: Oxford University Press.
- Fitzpatrick, Sh. (1992). *The cultural front: power and culture in revolutionary Russia*. Cornell University Press.
- Fitzpatrick, Sh. (1979). *Education and social mobility in the Soviet Union 1921-1934*. Cambridge: Cambridge University Press.

- Fitzpatrick, Sh. (1978). *Cultural Revolution in Russia, 1928-1931*. Indiana: Indiana University Press.
- Fitzpatrick, Sh. (1970). *The Commissariat of Enlightenment. Soviet organization of Education and the Arts under Lunacharsky*. Cambridge: Cambridge University Press.
- Fox, M. D. (1997). *Revolution of the mind: higher learning among the Bolsheviks, 1918-1929*. Cornell University Press.
- Gellner, E. (1983). *Nations and Nationalism*. Ithaca and London: Cornell University Press.
- Geraci, R. P. (2001). *Window on the east, national and imperial identities in late tsarist Russia*. Ithaca and London: Cornell University Press.
- Henzen, J. W. (2004). *Inventing a Soviet Countryside: State Power and the Transformation of Rural Russia, 1917-1929*. University of Pittsburgh Press.
- Hionides, C. (1996). *The Greek Pontians of the Black Sea*. Boston: Massachusetts.
- Hirsch, Fr. (1997). The Soviet Union as a Work in Progress: Ethnographers and Category Nationality in the 1926, 1937, and 1939 Censuses. *Slavic Review*, 56, p.p. 256-278.
- Hirsch, Fr. (2005). *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*. Ithaca, NY and London: Cornell University Press.
- Hobsbawm, E. (1991). *Nations and Nationalism since 1780. Program, Myth, Reality*. Cambridge, UK: Cambridge University Press.
- Horowitz D. L (1985). *Ethnic groups in conflict*. Berkeley: The university of California Press
- Kassow S. D. (1989). Students, Professors and the State in Tsarist Russia. In Victoria Bonell and Lynn Hunt (eds). *Studies on the History of Society and culture*. Berkeley, Los Angeles, London: University of California Press.
- Martin T. (2001). *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939*. Ithaca and New York: Cornell University Press.
- Slezkine Y. (1994). *Arctic Mirrors: Russia and the Small Peoples of the North*. Ithaca: Cornell University Press.
- Slezkine Y. (1994). The USSR as a Communal Apartment, Or How a Socialist State Promoted Ethnic Particularism. *Slavic Review*, 53/ 2, p.p. 414-452.
- Smith A. D. (1998). *The ethnic origins of Nations*. Oxford: Blackwell.
- Smith A. D. (1991). *National Identity*. Penguin: Harmondsworth.
- Smith J. *The Bolsheviks and the National Question, 1917-23*, London: University of London.
- Stalin J. V. (1950). *Marxism and Problems of Linguistics*. Moscow: Foreign Languages Publishing House.
- Stalin J.V. (1954). *Works*. Moscow: Foreign Languages Publishing House, 2, p.307.
- Vihavainen T. (2000). Nationalism and Internationalism. How did the Bolsheviks Cope with National Sentiments. In Chulos&Piiirainen (eds). *The Fall of an Empire, the Birth of a Nation*. Aldershot: Ashgate.
- Waack S. (2008). *Lenins Kinder: Zur Genealogie der Pfadfinder und Pioniere in Russland 1908-1924*. Berlin: Wissenschaftlicher Verlag.

#### Greek

- Agzidis V. (1997 & 2001). *Black sea diaspora. The Greek settlements in the northeastern regions of the Black Sea*. Thessaloniki: Kyriakidis.

- Agzidis V. (2010). *Red Smoke and the Hellenism of the Caucasus*. Athens: Alternative Editions
- Athanasiadis E. (1960). The Pontics in the Anticaucasus. Vima of Black Sea club of Thessaloniki.
- Avgitidis K. G. (1999). *The Military Intervention of the Capitalist Countries against Soviet Russia and Greece (1918-20)*. Athens: Modern Era.
- Avgitidis K. G. (2000). *The Greek educational institutions of Odessa (1816-1936)*. Ioannina: Dodoni.
- Golia P. (2003). *The education of Greek students in the USSR (1917-1938)*. Thessaloniki: Stamoulis.
- Glinos D. *The Greeks of the Soviet Union and the language problem*, New Pioneers, 12/12.1934, p.488.
- Grigoriadis G. (1957). *The Pontics of the Caucasus*. Thessaloniki.
- Grigoriadis G. (1957). *The Pontics of Anticaucasus*. Thessaloniki.
- Iliadou-Tahou S. (2016). *Tracing education in Greek communities*. Thessaloniki: Kyriakidis.
- Ilinskaia-Alexandropoulou S. (1992). *The Greeks of Russia as a connecting link of the two cultures. (19th century)*. Hellenism in United Europe. Berlin: DIKAE.
- Karpozilos, A. & Karpozilos, M. (1998-99). *The Kolektivists newspaper and the books of the Greeks of Mariupol in the 1930s*, Pontos Archive, 48, pp. 174-205.
- Karpozilos, A. & Karpozilos, M. (1988). *Greek-Pontic books in the Soviet Union*, Archives of the Pontos, 42, pp. 57-104.
- Karpozilos, Ap. (1985). *The Greeks of Mariupol and their dialect*, Pontos Archive, 40, pp. 97-111.
- Karpozilos, Ap. (1981). Russian pontic, Archives of the Pontos, 28: 153-176.
- Karpozilou, M. (1991). Greek education in the Soviet Union (1917-1937). Janina.
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- Mouratidis, E.L. (2000). *The Pontic theater. South Russia-Georgia Ukraine, Azerbaijan, Chechnya 1917-1985*. Thessaloniki: Kyriakidis.
- Bodilla, M. (2003). Long live great Stalin. Athens: Metaichmio.
  
- Xanthopoulou-Kyriakou, A. (2003). The presence of the Greeks of Russia and the Soviet Union in Greek historiography 19th-20th century. In Damanakis M. (ed.). *History of the Greek Diaspora. Education and Teaching*, vol. B, pp 93-104.
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## Course Outline

### 1.GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	EDUCATION AND PUBLIC PERCEPTION: NEWSPAPERS, LITERATURE, THEATRE, CINEMA, FINE ARTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Various forms of teaching		23	7,5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, General Knowledge, Scientific field, Skills development</i>		A. General background in understanding how education is presented in motion pictures. B. Special background as to knowledge acquisition the moving image and the role of cinema in modern life. Also in terms of acquiring visual literacy and decoding a motion picture	
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>		GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE (URL)</b>		<a href="http://eclass.uowm.gr/courses">http://eclass.uowm.gr/courses</a>	

## 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 studies 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*

The course has two main goals:

- a. for the student to be able to discover the presence of education and the commentary that is made about it, in other areas, apart from the scientific one, and - in particular - in the public sphere.
- b. to help the student explore ways through which they will be able to use the moving image as a teaching tool, so as to contribute to the aesthetic development of the student as well as to the development of their cognitive and other skills.

In particular, students at the end of the course should:

- have the ability to use the relevant knowledge and skills developed so as to cope with tasks given by the teacher
- be able to use different basic working methods – from the analysis of the technical characteristics of cinema to the analysis of a film through semiotics – in order to integrate a film into the educational process.
- be able to evaluate and present the results of their work.
- make personal decisions to act on problems predetermined by the teacher, such as being able to create material from the existing literature or the proposed film library in order to use it in their class, while being in charge for the development of the necessary template or printed material according to the supervisor's guidance.
- apply basic methods and tools in order to cope with the requirements of the tasks assigned to them.
- Be able to correct errors and deviations from a project
- Be able to search for sources, find new information, evaluate it and rank it according to its importance.
- know the relevant information, new methods, articles and literature related to the study area either by themselves or with the guidance of their professors.
- develop their learning abilities either autonomously or under guidance and always aim for their personal development.
- develop the ability to analyze, distribute, evaluate and combine the material given to them, as well as combine it so that it can be used in their workplace later.
- be able to integrate a film into the historical-social-educational context using the theoretical tools given to them.
- be able to combine the different methods of analysis - technical analysis, semiotic analysis, sociological analysis, visual perception, encodings of the image, so that they can delve into a film and separate those elements that will be useful in a classroom
- Support their choices through the theories of psychology and film education and take into account all their data (age of students, sociological-psychological profile, etc.)
- develop the ability to recognize, distinguish and solve relevant problems

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Working independently
- Team work
- Respect for difference and practice in comparative examination
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Enhancement of narration skill
- Enhancement of interpretation skill

### **3.SYLLABUS**

#### ***History & Education in Cinema***

Since the 20th century, societies have entered the constellation of the Image. Words cease to be self-existent, because more and more often it is accompanied by the image that encodes it and attempts to strengthen it. With the image - and especially the moving image - a narrative is developed that follows the speech, or a narrative with images (which is sometimes followed by a condensed - sometimes explanatory, sometimes dialogic, speech).

The image, with the ease of its reception, became a powerful channel for transmitting messages and, consequently, hidden and overt interpretations of current political and historical social developments. The narrative of the image, developed and extended outside the academic environment and attempted to establish a "dialogue" with it. For many years, this dialogue was ignored by the social sciences. However, over the last 30 years, it has begun, internationally, to become a privileged level of study of social phenomena. Distinguished universities and research centers have included the study of image narration in their teaching and research programs.

Cinema certainly holds a key place in the culture of the image. The film contains several, chronologically overlapping narratives. It is about the narration of the creator-director, the reception and reproduction of the narration by the specialized audience, the reception of the narration by the general public (spectators), the repeated re-readings of the work in the years after its creation. These overlapping narrative "waves" give us plenty of material for the study of the social past, but also the social present. The course will be based on two main axes of Education Sciences: History and Education. It will be developed in three stages: a) the presentation of a general framework to understand the role of the image (especially in the cinema) in the approach to wider social and especially educational developments, b) analysis of the way the "Words" of the Image are composed, c) the presentation and discussion on selected relevant filmography.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Support of the learning process through the electronic platform e-class</li> <li>• Selected use of ICT</li> </ul>	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	50
	Workshops	50
	Teamwork activities	20
<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to ECTS standards.</i>	<b>Total workload</b>	120
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation of the students' performance is conducted through mandatory individual or teamwork assignments. In the introductory course, the structure and modules of the course are precisely discussed, as well as the responsibilities, the methods of organization and the validity criteria of the assignments. The main ones are the functional use of terminology, the ability to articulate coherent, comprehensive, modern and informed discourse, the breadth and depth of the literature review attempted.	

#### 5. RECOMMENDED LITERATURE

<p><b>-Recommended literature:</b></p> <ul style="list-style-type: none"> <li>• Panagiotis Kimourtzis (ed.), <i>CineScience. Cinema through the lens of science</i>, Gutenberg, Athens 2013 (in Greek).</li> <li>• Dick B., <i>Anatomy of cinema</i>, Patakis, Athens 2010 (in Greek).</li> <li>• Sorlin, P., <i>European Cinema - European Societies 1939-1990</i>, Nefeli, 2004 (in Greek).</li> <li>• Ottley C., <i>The cinema in education</i>, Taylor and Francis, 1935</li> <li>• Pleios G., <i>Image culture and education</i>, Polytropon, Athens 2005 (in Greek).</li> <li>• Pinel V., <i>Schools, Movements and Genres in Cinema</i>, Metaichmio 2004 (in Greek).</li> <li>• Postman N., <i>Fun to death</i>, Dromeas, Athens 1998 (in Greek).</li> <li>• Reardon J., "The Cinema and the Child", <i>An Irish Quarterly Review</i>, v.18, n. 71 (Sep., 1929), pp. 431-442</li> <li>• Stam, Burgoyne, Flitterman, Lewis, <i>New approaches to the semiotics of cinema</i>, Metaichmio, 2010 (in Greek).</li> </ul>
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- Sorlin P., *Sociology of cinema*, Metaichmio, 2004 (in Greek).
- Glytsi-Zafiratos, *Culture and Education*, Hellenic Open University, Patras 2002 (in Greek).

*Relevant journals*

*British Educational Research Journal*

*Review of Education*

## 6.Teaching Staff

Alexaki Evgenia

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Vlasidis Vlasios

Gatsotis Panagiotis

Gkiaouri Stergiani

Griva Eleni

Dordanas Stratos

Doukas Triantafyllos

Iliadou-Tahou Sofia

Iordanidis Giorgos

Karafyllis Athanasios

Kasvikis Kostas

Kipouropoulou Evmorfia

Kimourtzis Panagiotis

Kokkinos Giorgos

Lemonidou Elli

Mavropalias Tryfon

Mpahas Dimitris

Mpetsas Giannis

Xeferis Stefanos

Papandreou Zeta

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Retali Anna-Carolina

Tanampasi Anastasia

Tsakiridou Eleni

Tsioumis Kostas

Fardi Kiriaki

Foukas Vasilis

Charisi Antonia



