

## Department's plan for the Certification of Teaching Qualification

### The program includes:

A. Two optional courses from the section "Subjects on education and instruction" (section A in the attached table). One of them should be a course from the field of History of Education (section A III in the attached table). The courses of this section are mostly offered by the Department of Philosophy and Social Studies; however, courses offered by the Department of History and Archaeology may be included too, which have a subject falling within the field of History of Education. The latter are specifically designated as belonging to the CTQ certification program.

B. Two optional courses from the section "Subjects on learning and instruction" (section B in the attached table). The courses of this section are mostly offered by the Department of Philosophy and Social Studies, moreover, some specific courses in the sections IV (History and School History) and V (Museopedagogics) may be offered by the Department of History and Archaeology too. The latter are specifically designated as belonging to the CTQ certification program.

C. One course in specialized teaching training (offered by the Department of Philology or the department of Philosophy and Social Studies, sections C II and C III of the attached table); the course of teaching practice (Dept of Philosophy and Social Studies, section C I in the table); as well as two seminars from the Dept of History and Archaeology (section C IV in the table). The main purpose of seminar courses is to introduce students to the methodology of scientific research. In addition to their introduction to research aims, the scope of seminars includes the techniques of learning and teaching as relating to the subjects of History, Archaeology and Art History. The number of students in each seminar does not exceed the number of twenty and the presence of students is compulsory. Attending students have to actively participate and their success is subject to their oral presentation of an essay, in front of the tutor, who comments as necessary, and the other students, to their written submission of the essay, as well as to their overall active participation in the seminar.

D. Through the successful attendance of the eight (8) courses, as they are described above, the student needs to have collected fifty (50) ECTS units.

The fulfillment of this specific program of study will lead to the award of the appropriate certificate. The particular courses attended by the student will be recorded in the CTQ certificate.

### Tabulation of thematic fields and courses

A. Field of education and instruction	B. Field of learning and instruction	C. Specific training – teaching practice
<b>I. Theory or Philosophy of Education:</b> 1. Introduction to pedagogics 2. Introduction to the Philosophy of Values 3. Philosophy of Education 4. Philosophy of Culture and Education 5. Education and Politics: philosophical approaches 6. Education and Politics in Rousseau	<b>I. Teaching methodology</b>	<b>I. School internments:</b> Teaching practice
<b>II. Sociology of Education:</b> 1. Sociology of Education 2. Sociology of pedagogic theories	<b>II. Curriculum theories:</b> 1. Curriculums: theory, research and development 2. Teacher as researcher and the curriculum	<b>II. Teaching training in language subjects</b>

<p><b>III. History of Education:</b></p> <ol style="list-style-type: none"> <li>1. History of education</li> <li>2. History of pedagogic ideas and education theories</li> <li>3. Reform and counter-reform in 20th-century Greek education</li> <li>4. Problems of technical and professional education in Greece (19th – 20th c.)</li> <li>5. History of physical training and sports</li> <li>6. Secondary education in Europe: (18th-20th c.)</li> <li>7. Greek education in the Ottoman lands: the example of female education (19<sup>th</sup> c. – 1922)</li> <li>8. History of female education – women in education</li> <li>9. Lectures from the Department of History and Archaeology<sup>1</sup></li> </ol>	<p><b>III. Pedagogic Psychology:</b></p> <ol style="list-style-type: none"> <li>1. Pedagogic psychology: Incentives in education</li> <li>2. Pedagogic psychology: creative thought and its development</li> <li>3. Theories of self and identity, regulation of emotions and management of anxiety in puberty</li> <li>4. Problems of low self-esteem and “giving-up” in education</li> </ol>	<p><b>III. Teaching philosophy to children: A Socratic approach</b></p>
<p><b>IV. Developmental – Social Psychology:</b></p> <ol style="list-style-type: none"> <li>1. Developmental Psychology</li> <li>2. Developmental Psychology of Adolescence</li> <li>3. Social Identities in Adolescence</li> </ol>	<p><b>IV. History and School History</b></p>	<p><b>IV. Seminars of History, Archaeology, or Art History</b></p>
	<p><b>V. Museopedagogics:</b></p> <ol style="list-style-type: none"> <li>1. The worlds of Museums</li> <li>2. Contemporary museological approaches</li> <li>3. Virtual museums – digital worlds</li> <li>4. Lectures from the Department of History and Archaeology<sup>2</sup></li> </ol>	

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1 These lectures belong to the fields of Ancient History, Byzantine History, Medieval History, Modern History, and Turkish Studies, with their content being focus on the history of education. Lectures that belong to this group are specifically designated in each semester.

2 These lectures belong to the fields of Prehistoric Archaeology, Classical Archaeology, Byzantine Archaeology and Art History, with their content being focus on museology or museopedagogics. Lectures that belong to this group are specifically designated in each semester.