

MODULE OUTLINE

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM MODULE	MASTER'S IN EDUCATION		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	EKP 64	YEAR OF STUDY	2 nd
MODULE TITLE	INTRODUCTION TO ADULT EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the module, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire module, give the weekly teaching hours and the total credits</i>		HOURS	CREDIS
Weekly teaching hours * 32 weeks, study hours per week 17,5		560	20 ECTS
MODULE TYPE Compulsory, Optional, Optional mandatory	Compulsory Elective		
PREREQUISITE MODULES:	There are no prerequisites for the module EKP64		
LANGUAGE OF INSTRUCTION AND EXAMS	GREEK		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No (due to annual duration of the module)		
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e64 Every module offered has its own digital space in the platform http://study.eap.gr . Accredited users (students and teaching staff) can access the platform using their personal passwords.		

2. LEARNING OUTCOMES

Learning Outcomes The module learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the module, are described in detail. It is necessary to consult:
<u>Learning outcomes:</u> Upon successful completion of the module, students are expected to acquire knowledge, develop skills/competencies, and adopt attitudes related to: - The essential theoretical foundations of adult education - Adults' learning styles - Classic adult education theories - The role of the adult educator - The factors that contributed to the development of adult education in Greece from the 19th century to date

- The contribution of adult education to the social, economic, and cultural transitions in the country
- The design, planning, implementation, and evaluation process of adult education programs
- The design and implementation of adult education programmes' evaluation
- The fundamental educational methods and techniques used in adult education programmes
- The types of teaching media and tools and their areas of application in adult education
- The importance of the educational environment and the obstacles encountered
- The main principles of effective communication within the learning group
- Group dynamics within the adult learning group
- Continuous Vocational Training programs held in the country, and the roles performed by trainers and designers in these programmes
- Good practices in the planning, implementation, and evaluation of adult education programmes.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the module attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Adapting to new situations

Decision-making

Individual/Independent work

Group/Team work

Working in an international environment

Working in an interdisciplinary environment

Introduction of innovative research ideas

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

Other (citizenship, spiritual freedom, social awareness, altruism etc.)

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Adapting to new situations
- Decision-making
- Individual/Independent work
- Group/Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Introduction of innovative research ideas
- Project planning and management
- Respect for diversity and multiculturalism
- Social, professional and ethical responsibility and sensitivity to gender issues
- Critical thinking
- Development of free, creative and inductive thinking

3. MODULE CONTENT

The aim of the module is to help graduates develop the knowledge and skills required to design, organize, manage, and evaluate adult education programmes, as well as to teach subjects falling into their areas of expertise in such programmes. The main objective of the module is to supply learners with a set of abilities needed to:

- Understand the theoretical framework of adult education and the particular attributes that distinguish adult education from other scientific fields
- Be aware of the socio-economic function that adult education serves
- Understand the methodological basis of adult education programmes (whether they are operational, nationwide programs, or programs targeted at specific groups of learners)
- Be able to design and organize such programmes
- Be able to teach adults (the last two bullets represent objectives referring to the content of training of trainers' programmes)
- Be able to study subjects pertaining to adult education and evaluate adult education programmes.

Subject areas:

- Scope of adult education, principles of learning, and influential theorists of adult education
- Social and economic functions served by adult education
- Design, organization, and evaluation of adult education programmes
- Educational methods – Performance of the learners' group
- The existing situation in Greece

4. TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with five Group Counseling Meetings (OSS) during the academic year on weekends.				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	During the Group Counseling Meetings (OSS) and/or for the teachers-students communication, the following technologies are used: • Remote meeting tools (Webex) • Presentation software (e.g., PowerPoint) • Other software (e.g., for finding and accessing academic resources, like Summon Discovery Summons) • Web browsers Moreover, students use e-readers to read the digital teaching material of the module https://study.eap.gr/mod/folder/view.php?id=14626				
MODULE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars,</i>	<table border="1"> <thead> <tr> <th data-bbox="701 1793 1019 1827">Activity</th><th data-bbox="1026 1793 1344 1827">Annual Workload</th></tr> </thead> <tbody> <tr> <td data-bbox="701 1827 1019 1860">5 OSS (* 4 hours)</td><td data-bbox="1026 1827 1344 1860">20 hour</td></tr> </tbody> </table>	Activity	Annual Workload	5 OSS (* 4 hours)	20 hour
Activity	Annual Workload				
5 OSS (* 4 hours)	20 hour				

<i>laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	At least 2 additional tutorial OSS (x 2 hours)	4 hour
	Preparation of Assignments (4 assignments * 35 hours)	160 hour
	Examination	3,5 hour
	Individual study	372,5 hour
	Total module workload (hours)	560 hour
STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures.</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i>	<u>WRITTEN ASSIGNMENTS</u> Students' assessment in EKP64 is based on the preparation and writing of four (4) written assignments in the form of essay during the academic year. Assignments should be written in the Greek language. The four (4) written assignments are closely interconnected and are directly related to the module's material studied by students in accordance with the time schedule of EKP64. The assignments offer students the opportunity to receive feedback on their performance. All four (4) written assignments are gradually uploaded in the digital space of the module (Study platform: https://study.eap.gr/mod/forum/view.php?id=2413). For every academic year, a list specifying the criteria used by teaching staff to evaluate each one of the four (4) assignments is compiled and uploaded in the digital space of EKP64 (Study platform: https://study.eap.gr/mod/folder/view.php?id=2418). Along with the list, the module's platform hosts indicative answers for each one of the assignments, also noticing the specific parts, including page ranges, of the teaching material which these answers emerge from. The indicative answers are uploaded to the Study platform and become available to students after the timeframe for submitting their assignment to the platform ends. The average student grade on those four assignments accounts for 30% of the final grade, in case they receive	

	a promotional grade in the final written exams or the re-examination. <u>FINAL EXAMS AND RE-EXAMINATION</u> Students' assessment in Final written exams or the re-examination is based on remotely performed, open-book electronic exams based on essay questions. Students can potentially orally support their exam papers. The grade of the Final exams or re-examination (remotely performed exams based on essay questions) accounts for 70% of the final grade in the module EKP64 (see relevant post at: https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e64) All the information presented above is available to students and teaching staff of the module EKP64.
--	---

5. SUGGESTED BIBLIOGRAPHY

Suggested bibliography

Valakas, G. (2006). Ekpaideutika mesa kai ekpaideutikos choros [Educational media and educational space]. In A. Kokkos (Ed.) *Ekpaideutiko iliko tou programmatis ekpaideusis ekpaideuton*, Vol. III, (pp. 9-50). Athens: EKEPIS (in Greek).

Vergidis, D. & Kokkos, A. (2010). *Ekpaideusi enilikon: Diethneis proseggiseis kai ellinikes diadromes*. Athens: Metaixmio (in Greek).

Gioti, L. (2018). *I diamorfosi toy pediou tis ekpaideusis enilikon. Politikes, pedagogikes theories kai praktikes*. Athens: Ed. Grigori (in Greek).

Goulas, C. (2008). *Eisagogi stin ekpaideusi enilikon kai vasikes didaktikes techniques*. Athens: INE-GSEE (in Greek).

Coureau, S. (2000). *Ta vasika "ergaleia" tou ekpaideuti enilikon*. Athens: Metaixmio (in Greek).

Efstratoglou, A., Nikolopoulou, B., Pavli-Korre, M. (2006). *Vasikes diastaseis tou analphavitismou stin Ellada*. Athens, Scientific Association of Adult Education (in Greek).

Jacques, D. (2004). *Mathisi se omades: Egheiridio gia osous syntonizoun omades enilikon ekpaideuomenon*. Athens: Metaixmio (in Greek).

Jarvis, P. (2004). *Sinechizomeni ekpaideusi kai katartisi: Theoria kai praxi* (transl. A. Maniati). Athens: Metaixmio (in Greek).

Kokkos, A. (2008). *Ekpaideuontas tous ekpaideutes enilikon*. Scientific Association of Adult Education (in Greek).

- Mezirow, J. (2007). *I metaschimatizousa mathisi*. Athens: Metaichmio (in Greek).
- Polemi – Toloudou, M. (2005). *I axiopioisi tis omadas stin ekpaideusi enilikon*. Patras: Hellenic Open University (in Greek).
- Prokou, E. (2009). *Ekpaideusi enilikon kai dia viou mathisi stin Europi kai tin Ellada*. Athens: Dionikos Editions (in Greek).
- Schumann, G., Fischer, W., Bruggemann, E. (2006). *Dia viou ekpaideusi kai epaggelmatiki katartisi*. Athens: ION Editions (in Greek).
- Staboulis, M. (2017). *Vocational training-Architectoniki schediasmou kai iloposis programmaton sinechizomenis epaggelmatikis katartisis*. Thessaloniki: University of Macedonia Editions (in Greek).
- Fragkoulis, I., & Frantzi, F. (2010). *Synchrones didaktikes proseggiseis tis topikis istorias sto plaisio tis ekpaideusis enilikon*. Patras: I Pikramenos Editions (in Greek).
- Fragkoulis, I. (2014). *Topiki istoria*. Athens: Ministry of Education and Religious Affairs-Youth and Lifelong Learning Foundation (in Greek).
- Chasapis, D. (2000). *Schediasmos, organosi, efarmogi kai axiologisi programmaton epaggelmatikis katartisis: Methodologikes arches kai kritiria poioutitas*. Athens: Metaixmio (in Greek).

Relevant scientific journals (indicative)

- Themata Epistimon kai Technologias stin Ekpaideusi (in Greek)
- Pedagogiki Epitheorisi (in Greek)
- To Vima ton Koinonikon Epistimon (in Greek)
- Ekpaideutikos Kyklos (in Greek)
- Ekpaideusi Enilikon (in Greek)
- Adult Education Quarterly
- Studies in the Education of Adults
- European Journal for Research on the Education and Learning of Adults
- Adult Learning
- Australian Journal of Adult Learning
- Journal of Adult and Continuing Education
- Journal of Transformative Education
- International Journal of Adult, Community and Professional Learning
- International Journal of Lifelong Education
- International Review of Education – Journal of Lifelong Learning
- Andragogical Studies
- Adult Education – Critical Issues