

EDA063 TEACHING, LEARNING AND EVALUATION

Course Title	TEACHING, LEARNING AND EVALUATION				
Course Code	EDA063				
Course Type	Elective Course With Emphasis In School Settings				
Level	Master				
Year / Semester	2 nd or 3 rd semester				
Teacher's Name	DR NICOLETTA CHRISTODOULOU DR CHRISA NITSIOU				
ECTS	10	Lectures / week	-	Laboratories / week	0
Course Purpose and Objectives	<p>This course examines the relationship between teaching, learning and evaluation, taking the stance that teaching for learning and evaluation for learning are two important pillars to enhance learning. The purpose of this course is to enable students to think teaching from the standpoint of learning, that is we teach because we want someone to learn, and the need for its constant improvement through data we collect, that is, through evaluation that provides us evidence to use for improvement of our teaching and enhancement of students' motivation. Therefore, we review basic theories of learning that understand learning as holistic, motivational and interactive; we revisit models of teaching categorized in ways that highlight, focus on and turn attention on learning; and we think assessment as a way to collect data that, first, inform us and the students where students are and where they need to go, and, second, how we, teachers, are doing relevant to the way we teach, and thus where our instruction needs improvements. Finally, we turn evaluation into a learning strategy by thinking how we can involve students in their own assessment.</p>				
Learning Outcomes	<ol style="list-style-type: none"> 1. Examine the relationship between teaching, learning and evaluation, mainly focusing on whether learning is enhanced through the way one teaches and evaluates. 2. Consider teaching as an act that happens in relation to learning and that should be constantly improved based on evidence. 3. Evaluate basic theories of learning and models of teaching making informed decisions about choosing them and what kind of learning is achieved each time. 4. Consider evaluation as a way to gather data to improve instruction and to motivate students to learn, by helping them keeping track about where they are and where they need to go. 				

	5. Think of strategies to involve students into their assessment in order to turn assessment into a strategy for learning for the students.		
Prerequisites	NONE	Required	NONE
Course Content	<p>Learning theories and teaching (holistic approach, the issue of motivation for learning, interactive dimension of learning in a cultural and social context)</p> <p>Models of teaching (information processing models, the social family of models, the personal family of models, the behavioral family of models)</p> <p>Assessment and assessment for learning (assessment principles, assessment at all stages of learning, assessment for understanding)</p>		
Teaching Methodology	<p>The module is delivered by means of recorded lectures, such as narrated and annotated presentations, to convey the content of the taught concepts, directed online learning that includes readings (books, book chapters and articles) in conventional or electronic form and short film viewing, dynamic online interaction including discussion forum, synchronous and asynchronous communication tools, blogging and wiki. Further, assessment includes formative and summative assessment and self-assessment in the form of essays, quizzes.</p>		
Bibliography	<p>Illeris, K. (2009). <i>Σύγχρονες θεωρίες μάθησης: 16 θεωρίες μάθησης...με τα λόγια των δημιουργών τους</i> (μτφ. Γ. Κουλαουζίδης). Αθήνα: Μεταίχμιο.</p> <p>Masters, G. N. (2013). Reforming education assessment: Imperatives, principles and challenges. <i>Australian Education Review</i>, No. 57. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1021&context=aer (Australian Council for Educational Research, ACER Press http://research.acer.edu.au/aer/12/).</p> <p>Joyce, B., Weil, M., & Calhoun, E. (2009). <i>Διδακτική μεθοδολογία: Διδακτικά μοντέλα</i>. Αθήνα, Ελλάδα: Ίων Εκδόσεις Έλλην.</p> <p>Stiggins, R., & Chappuis, J. (2012). <i>An introduction to student-involved assessment for learning (6th ed.)</i>. Boston, MA: Pearson.</p> <p>Σαλβαράς, Γ. Κ., & Σαλβαρά, Μ. (2011). <i>Μοντέλα και στρατηγικές διδασκαλίας</i>. Αθήνα, Ελλάδα: Εκδότης Διάδραση.</p> <p>Ayers, W., & Alexander-Tanner, R. (2016). <i>Το να διδάσκεις: Το ταξίδι, σε κόμικς</i>. (Ν. Χριστοδούλου, Μ. Πετρίδης, & Α. Παπασάββα, Μτφρ.). Καβάλα, Ελλάδα: Εκδόσεις Σαΐτα. (Πρωτότυπο έργο δημοσιεύθηκε 2009). http://www.saitapublications.gr/2016/01/ebook.194.html</p>		

	<p>Κακανά, Δ. Μ., Μπότσογλου, Κ., Χανιωτάκης, Ν., & Καβαλάρη, Ε. (Επ.). (2015). <i>Η αξιολόγηση στην εκπαίδευση: Παιδαγωγική και Διδακτική διάσταση, 71 Κείμενα για την αξιολόγηση</i>. Αθήνα, Ελλάδα: Αφοί Κυριακίδη.</p> <p>Journals (indicative list)</p> <p>The course's bibliography is regularly updated with recent papers from journals such as:</p> <ul style="list-style-type: none"> - <i>Teaching and Education</i> - <i>Journal of Teaching and Learning</i> - <i>Journal of Teaching and Teacher Education</i> - <i>Journal of Teaching and Education</i>
Assessment	<p>Short Written Assignments (to convey that learning theories, models of teaching, and assessment as evidence gathering strategy and learning strategy have been understood) 50%</p> <p>Final Exam 50%</p>
Language	Greek