

New forms of Education II – 5 ECTS

George Bagakis

Course Description

In this course alternative forms Education and In-service training of teachers are analyzed. Particular emphasis is given on the analysis of institutions as well as of practices which have been historically developed in relation to these forms of education and in-service training within the wider circumstances which favor their development. In this logic are analyzed the participatory forms of in-service training, the school based in service training towards the professional development of teachers and school improvement. In this framework it is studied the wider institution of mentors (mentoring and coaching) and the school self-evaluation. Moreover, the course deals with the contribution of educational leadership, the learning communities and the networking..

Objectives

- To study the participatory forms of education and in-service training within the framework of mentoring (mentoring and coaching)
- To deeply perceive various types of the school based in-service training
- To study the application of school self-evaluation as an approach for the professional development of teachers and school improvement
- To study the types of educational leadership which facilitate the professional development of teachers and school improvement.
- To comprehend the learning communities and networking

Learning Outcomes

After the end of the course students should:

- To have the competence of the delimitations and the opportunities of the participatory forms of school based education and in service training
- To have the competence of critical understanding to use “friendly” to teachers methodological tools for their professional development
- To have the competence of critical comprehension of the framework of mentoring (mentoring and coaching) as well as of school self-evaluation.
- To have the competence of critical comprehension of educational leadership, of learning communities and networking.

Structure

The course is realized in 13 meetings of 3 hours. In this courses are used different teaching techniques as: lectures, focused discussion, brainstorming, work in small groups, case studies, presentation of assignments. Moreover work sheets and electronic media are used.

Students' Assessment

The assessment is based on written final exams as well as in optional assignments which are presented by the students.

Bibliography

- Altrichter, H., Posch, P., Somekh, B. (2001) Οι εκπαιδευτικοί ερευνούν το έργο τους (Μετάφραση: Δεληγιάννη, Μ.). Αθήνα: Μεταίχμιο. Αθήνα.
- Carr, W. και Kemmis, S. (1997) Για μια κριτική εκπαιδευτική θεωρία. Αθήνα: Κώδικας.
- Hamilton, D., Jenkins, D., King, C., MacDonald, B. and Parlett, M. (eds) (1977) Beyond the number game. A reader in educational evaluation. London: Mac Millan Education Ltd.
- MacBeath, J., Schratz, M., Meuret, D., Jacobsen, L. (2005) Η αυτοαξιολόγηση στο ευρωπαϊκό σχολείο (Μετάφραση: Δεληγιάννη, Μ.). Αθήνα: Μεταίχμιο.
- Μπαγάκης, Γ. (1999) Εκπαιδευτικές αλλαγές, προγράμματα κινητικότητας και Κοινοτικό Πλαίσιο Στήριξης. Αθήνα: Μεταίχμιο
- Μπαγάκης, Γ. (επιμ)(2002) Ο εκπαιδευτικός ως ερευνητής. Αθήνα: Μεταίχμιο (εξαντλημένο)
- Μπαγάκης, Γ. (επιμ) (2004) Επιμόρφωση και επαγγελματική ανάπτυξη του εκπαιδευτικού.

Αθήνα: Μεταίχμιο.

Μπαγάκης, Γ. (επιμ)(2006) Αυτοαξιολόγηση σχολικής μονάδας. Από το έργο του Ιωσήφ Σολομών στις σημερινές προσπάθειες στην Ελλάδα και αλλού. Αθήνα: Μεταίχμιο.

Μπαγάκης, Γ., Δεμερτζή, Κ., Σταμάτης, Θ., (2007) Ένα σχολείο μαθαίνει. Λιβάνης, Αθήνα.

Tutor's Notes

Various texts