

### **EE12 - Critical Pedagogy**

**Tutor: Maria Nikolakaki**

Semester: 7th

ECTS: 4.5

#### **Short Description:**

The course refers to educational theory and teaching and learning practices aimed at developing students' critical awareness about oppressive social conditions. The critical consciousness, conscientization according to Paulo Freire, is seen as the necessary first step of a broader collective way of being for democracy by challenging social injustices and creating a society based more on equality and social justice. The field covers a wide range of Educational issues - the Curriculum, the pedagogy or teaching style, the role of the State, the influence of corporate power, the so-called Hidden Curriculum, issues of Cultural and Individual Identity etc.

This course is organised around the following themes:

- Neoliberalism and education
- Democracy and Education
- Reviews dimensions in higher education
- Austerity measures and training
- Trends in critical pedagogy
- Critical pedagogy in the classroom.

#### **Aims:**

The objectives of the course are:

- To link teaching with social inequality and injustice.
- To help students realise how the social context affects the educational capabilities and performance.
- To bring students into contact with critical theory and social and class reproduction in education.

### **Learning Outcomes:**

After taking this course the student will be able to:

- Use critical thinking on issues of educational issues
- Realise the significance of social injustice and poverty to the educational process
- Evaluate the impact of neoliberalism in education.
- Realise the role of the education system in relation to the possibility of social change.

### **Structure:**

The course consists of 13 three-hours sessions.

Teaching methods include: Lecture, seminar, research seminar, working group, etc.

### **Assessment:**

Written Exams; optional written assignment

### **Bibliography:**

Freire, P. (1993) Pedagogy of the oppressed. London: Penguin

Nikolakaki, M. (2012) Critical pedagogy in the new dark ages; Challenges and possibilities.

London, New York: Peter Lang