Course Outline

1. **GENERAL**

SCHOOL	School of Social Sciences and Humanities		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	7th		
COURSE CODE	BY3	**SEMESTER**	2nd
COURSE TITLE	INTRODUCING AND DEALING WITH CHANGES AND INNOVATION IN EDUCATION-SCHOOL IMPROVEMENT		
INDEPENDENT TEACHING ACTIVITIES *In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits*		**WEEKLY TEACHING HOURS**	**CREDITS 7.5**
Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.			
COURSE TYPE *General Background, Special Background, Specialization*	SPECIAL		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK-ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://edumal.eled.uowm.gr/		

2. **LEARNING OUTCOMES**

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each studies cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*

Knowledge
Students are expected to acquire specialized knowledge, some of which is considered as cutting-edge in the field of introducing innovations in education and of school improvement while they set the stage for original thinking. They are expected to acquire critical awareness of knowledge regarding innovations and school improvement as well as their interconnection with different fields.

Skills
Students are expected to acquire specialized problem-solving skills, which are essential in research and/or innovation in order to develop new knowledge and processes as well as to integrate knowledge from different fields.

Competences
Students are expected to be able to manage and transform work or study environments that are complex, unpredictable and require new strategic approaches. They also take responsibility for contributing to professional knowledge and practices and/or team performance strategies evaluation.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Exhibiting social, professional and moral responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- Adapting to new situations – Decision-making
- Working independently – Team work
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Planning and management of innovative actions

3. **SYLLABUS**

- Introduction to the concept of innovation - Characteristics and types of innovation - Innovation in education
- Need for innovation - factors and conditions for introducing innovations
- Factors of successful and unsuccessful innovations introduction - design and implementation of innovations.
- Educational system and introduction of innovations - Principles and resistance.
- Leadership, school management and innovations introduction.
- Teacher and innovations introduction - school improvement
- Students and innovations introduction - school improvement.

- Curricula and innovations introduction - school improvement.
- Examples of introducing innovative programs in education internationally
- New technologies in education as an example of innovation
- Summary – perspectives – assessment

4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY *Face-to-face, Distance learning etc.*	1. FACE-TO-FACE 2. DISTANCE LEARNING
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	ICT methods are used both in teaching and in communication with students. Teaching is delivered with the use of ICT at a sychronous and asychronous level through an electronic distance learning platform.

TEACHING ORCHESTRATION *The manner and methods of teaching are described in detail.*	Activity	Semester Workload
Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.	Lectures	39
	Fieldwork	25
	Study and analysis of literature	50
	Project elaboration	50
	Essay(s) writing	60
The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.		

| **STUDENTS' EVALUATION**
Description of the evaluation procedure.

Evaluation language of evaluation, evaluation methods,
formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).

Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Students' evaluation is based according to the following criteria:
1. Participation 10%
2. Paper analysis and presentation 20%
3. Topic based research and presentation – essay 70%

Examinations may be carried out in Greek or English. |

5. RECOMMENDED LITERATURE

-Recommended literature:
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *The new leader.* Athens: Ellinika Grammata (in Greek).
- Angelidis, P. & Mavroidis, G. (Eds.) (2004). *Educational innovations in future schools.* Volume A, Athens: Gutenberg (in Greek).
- Angelidis, P. & Mavroidis, G. (Eds.) (2004). *Educational innovations in future schools.* Volume B, Athens: Gutenberg (in Greek).

- Mpourantas, D. (2005). *Leadership.* Athens: Kritiki (in Greek).
- Pasiardis, P. (2004). *Educational leadership.* Athens: Metechmio (in Greek).
- Day, C. (2000). *Leading Schools in Time of Change*. London : Open University Press.
- Durrant, J. and Holden, G. (2005). *Teachers Leading Change*. London : Paul Chapman Educational Publishing.
- Fullan, M. (1997). *The Challenge of School Change*. London : Corwin Press.
- Hall, E.G. and Hord, M. S. (2002). *Implementing Change : Principals, Patterns and Potholes*. London : Allyn & Bacon.
- James, C. and Connolly, U. (2000). *Effective Change in School*. London : Routledge Falmer Press.
- Johnson, D. (2005). *Sustaining Change in Schools : How to overcome differences and focus on quality.* London : Association for Supervision & Curriculum Deve.
- Morrison, K. (1998). *Management theories for educational change*. London : Paul Chapman Educational Publishing.
- Williams, B. (1997). *Twelve Roles of Facilitators for School Change*. London : Corwin Press.

-***Relevant Scientific Journals***
- Management of change
- Journal of Educational Change
- School Effectiveness and School Improvement