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## Reframing Heritage Education in Egypt (ReHeED)

### Work package 1: Surveys of Heritage Education and Gap Analysis

#### **“Report on desk-based research on undergraduate & postgraduate programs of Heritage Education in Greek universities”**

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# **1. A brief familiarization with the education of cultural heritage in primary and secondary schools in Greece.**

In the nursery school (4-6years), the analytical program defines

- the pedagogical principles,
- the means of learning,
- the daily program (based on the differentiation of means of learning),
- the role of the nursery teacher,
- the sectors of personal development, and
- the fields of knowledge (language, arts, social studies, maths, music, gym, sciences, differentiation & sustainability).

This particular educational period is structured from and for the children via an active negotiation of social relations in context, such as time and place, culture, gender, the class and the other. The children experienced linguistic, cultural & religious pluralism in the contexts above, and they are taught the cultural heritage (seasonal - religious celebrations, national celebrations, folklore\_ such as traditional toys, tools, clothes, tales etc.) according to teachers' cultural interpretations (for example, the day routine is divided into phases, the opening or the closure of which could be either a little prayer or a cheerful greeting).



In the primary school (6-12years), the analytical program defines in a disciplined way the methods and the contents of the provided knowledge for the structuring of Greek citizenship.

In the first grade, the children are taught Literature, Language, Gym, Study of Environment, Arts, Math, Music, and English, conceiving the self, the family, the neighborhood, and the Greek context. In Literature for example the chapters of the student's book are listed below:

## *LITERATURE 1<sup>st</sup> & 2<sup>nd</sup> GRADE: CHAPTERS*

### *FAMILY*

### *SCHOOL & CHILD*

### *SOCIAL LIFE*

### *FANTASY & ADVENTURE*

### *CHILD & NATURE*

### *PEACE & FRIENDSHIP*

### *RELIGIOUS LIFE*

- i. Prayer & Jesus (poem & a tale)
- ii. Christmas Tree (poem) Santa Claus (short story) Carols (poem)
- iii. Easter (poem & short story)

### *GREEK HISTORY*

- i. National flag (short story)
- ii. National Celebration (poem under the title "THE CELEBRATION OF NO")
- iii. "Greek slavery" under the ottoman empire (short story)
- iv. Greek anthem (short story for the poet of the national anthem under the title "A WARRIOR WITH ITS PEN")
- v. Heroes of the revolution of 1821 (short story)

## CULTURAL HERITAGE

- i. Shadow theatre (short story, Karagiozis)
- ii. Proverbs & tongue twisters
- iii. Folk tales
- iv. Traditional clothing & music & tools & everyday life

## TECHNOLOGY IN OUR LIVES

The national and the religious celebrations are also separate chapters in Language, and Study of Environment. Furthermore, in the Study of Environment, there is an extended chapter under the title "*OUR CULTURE*".

### "OUR CULTURE"

#### GAMES & TOYS IN THE PAST & IN THE PRESENT

#### HOW I DISCOVER THE HISTORY OF MY COUNTRY

#### WHAT IS CULTURE?

- i. The culture of my country.  
(referring to the tangible cultural heritage).
- ii. A visit in the museum.  
(referring to the diversity of the museums).
- iii. What is happening in our region?  
(referring to exhibitions, theatres, cinemas, celebrations)
- iv. Every place and its customs, and the time has got its own...
- v. Proverbs.
- vi. Carnival.
- vii. Easter.

In gym, the children are taught the history of sports focusing on the Olympic Games, traditional dances, clothing & toys. In Math there are analytical references to Greek mathematicians (such as Pythagoras & Ipatia).



Pictures 1-2 Pages form the Introduction of the Student's Book in Math, referring to the "Heroes of the Book".

In the third grade, an introduction to History (mainly referring to Greek mythology) and a separate lesson for Religion are added to the Analytical Program, and in fifth grade Geography, Social & Political Education, Physics and Theatre. The guidelines of the content are similar to the approach described in the first grade, and trying to avoid an extensive analysis we 'll have an instant focus in History Lesson, as a pillar of understanding the cultural heritage.

In History, the children are taught the significant historical periods for the construction of the Greek national identity & and the Greek state. Roughly, in fourth grade, the 9 years old children are learning about the "Ancient times" in Greek peninsula, the next year, in fifth grade about "Byzantine times" and in sixth grade the "History of the modern world".



In middle & high school, the History Lesson is divided in the historical periods mentioned above in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Grade of Primary School. So in this periodical cycle of three years, there is a stepwise widening of the context, an approach to global context, but mainly a more analytical approach to the Greek context and its components (referring to European & western civilization) For example, comparing the content of the book in 6<sup>th</sup> Grade of Primary School and in 3<sup>d</sup> Grade of Middle School (similar outcome comparing the above with the content of the book in 3<sup>d</sup> Grade of High School):

HISTORY OF THE MODERN WORLD			
6 <sup>th</sup> GRADE OF PRIMARY SCHOOL		3 <sup>d</sup> GRADE OF MIDDLE SCHOOL	
CHAPTER A.	pages 9-24 (subchapters)	CHAPTER 1.	pages 10-22 (subchapters)
The advances in Europe from mid 15 <sup>th</sup> c. to the beginning of 19 <sup>th</sup> c.	<ol style="list-style-type: none"> <li>1. <i>The Renaissance &amp; The Reformation.</i></li> <li>2. <i>From the Age of Exploration to the Enlightenment.</i></li> <li>3. <i>The American &amp; French Revolution.</i></li> </ol>	The beginnings of formation of modern world.	<ol style="list-style-type: none"> <li>1. The Era of Enlightenment.</li> <li>2. The American Revolution.</li> <li>3. The development of French Revolution (1789-1815).</li> <li>4. The last phase of French Revolution (1794-1799) and the era of Napoleon (1799-1815).</li> </ol>
CHAPTER B.	pages 25-70	CHAPTER 2.	pages 23-40
The Greeks under the Ottoman and Latin domination.		The Greek Revolution (1821) in the context of the development of	

CHAPTER C.  The Greek Revolution (1821-1830).	pages 71-146	national ideas and liberalism in Europe.	
		CHAPTER 3.  Economic, Social and Political Developments in Europe and World in 19 <sup>th</sup> c.	pages 41-54  12. Industrial Revolution. 13. Social and Political dimensions of industrial revolution. 14. Unification of Italy and Germany. New national states in Balkans. 15. Colonialism. 16. In American continent, China and Japan.
CHAPTER D.  Greece in 19 <sup>th</sup> c.	pages 147-174	CHAPTER 4.  The Greek State; from its establishment to the beginning of 20 <sup>th</sup> c.	pages 55-71
		CHAPTER 5.  Sciences, Spiritual and Artistic Development in 19 <sup>th</sup> c.	pages 72-81
CHAPTER E.  Greece in 20 <sup>th</sup> c.	pages 175-234 (last sub chapters) 1. From the Greco Turkish War to Macedonian Struggle. 2. From The movement in Goudi to Venizelos' Government. 3. The Balkan Wars. 4. Greece in First World War. 5. Greco Turkish War (1919-1922).	CHAPTER 6.  Greece from the Movement in Goudi (1909) till the end of Balkan Wars.	pages 82-88
		CHAPTER 7.  The First World War and the Russian Revolution (1914-1918).	pages 89-99

	6. Inter War Period. 7. Greco Italian War. 8. The German attack and the Second World War. 9. One decade of battles and sacrifices for freedom (1941-1949). 10. Reformation of Greece (1950-1974). 11. <i>Cyprus dispute.</i> 12. <i>The European path of Greece.</i>	CHAPTER 8.  The War in Asia Minor (1919 -1922).	pages 100-110
		CHAPTER 9.  Inter war period (1919-1939).	pages 111-122
		CHAPTER 10.  The Second World War and Greece.	pages 123-137
		CHAPTER 11.  International Formations from the end of Second World War till the end of 20 <sup>th</sup> c.	pages 138-149
		CHAPTER 12.  Greece from the end of Second World War till the end of 20 <sup>th</sup> c.	pages 150-165
		CHAPTER 13.  European Unification and Greece.	pages 166-170
		CHAPTER 14.  Sciences, Spiritual and Artistic Development in 20 <sup>th</sup> c.	pages 171-185

There is an academic push (& parties' differentiations) for reframing the content of History Lesson (such as narrations from below, conflicts of interests in writing history, world history) and the teaching methods (such as experiential learning) which has an impact on the practices of a number of professors.


Furthermore, in secondary schools, Linguistics (Modern Greek & Ancient Greek), Modern and Ancient Greek (Translated or Authentic Texts) Literature (such as Herodotus, Homer, and Euripides) (8-9 hours per week), on one hand, are of great significance in familiarizing the students with the Greek heritage. In Sciences, on the other hand, there is a linkage of scientific knowledge (and of paradigm shifts) to everyday life and cultural development.

In Physics (2 hours per week), for example, there are some short references in almost every chapter of the student's book about the function and/or the reasons and/or the consequences of scientific discoveries: such as pendulum and the long case clocks, laser lights and the opening of English Channel, steam engines and the industrial revolution, heat engines & mapping of nuclear plants etc. But these references are not very extended, and only the professors could underline the significance of them (in the process of learning) and flesh them out in a disciplined way (& simplify in that way the process of learning).

Last but not least, the Religious Education (2 hours per week) that has a confessional approach. (; the Lord's Prayer is the welcoming of the students every morning, and an orthodox icon is on every class just above the blackboard.)



2. One significant example of undergraduate studies specialised in educating teachers, on the scope of cultural heritage in Aristotle University of Thessaloniki.

Logo	Institution-School Department	University	Website	Category			
	FACULTY OF EDUCATION <sup>1</sup> (c. 1989) SCHOOL OF PRIMARY EDUCATION	AUTH (c1925)	<a href="http://www.edu.c.auth.gr/educd/undergraduate">http://www.edu.c.auth.gr/educd/undergraduate</a>	BA STUDIES			
Syllabus	GENERAL	<a href="https://www.eled.auth.gr/documents19/%ce%9f%ce%b4%ce%b7%ce%b3%cf%8c%cf%82%20%ce%a3%cf%80%ce%bf%cf%85%ce%b4%cf%8e%ce%bd%202019-2020.pdf">https://www.eled.auth.gr/documents19/%ce%9f%ce%b4%ce%b7%ce%b3%cf%8c%cf%82%20%ce%a3%cf%80%ce%bf%cf%85%ce%b4%cf%8e%ce%bd%202019-2020.pdf</a> in Greek language <a href="https://qa.auth.gr/en/studyguide/600000417/current">https://qa.auth.gr/en/studyguide/600000417/current</a>					
	CULTURAL HERITAGE EDUCATION	SEMESTER/ attendance type COMPULSORY: C ELECTIVE: E	COURSE	E-STUDY GUIDE	WEEKLY HOURS	ECTS	LANGUAGE
		1 <sup>ST</sup> C 2 <sup>D</sup> C	HISTORY OF MODERN GREEK EDUCATION	<a href="https://qa.auth.gr/en/class/1/600155769">https://qa.auth.gr/en/class/1/600155769</a>	3	4	GREEK
		1 <sup>ST</sup> C 2 <sup>D</sup> C 3 <sup>D</sup> C 4 <sup>TH</sup> C 5 <sup>TH</sup> C 6 <sup>TH</sup> C	EDUCATIONAL POLICY AND EDUCATIONAL REFORM IN MODERN GREECE	<a href="https://qa.auth.gr/en/class/1/600141094">https://qa.auth.gr/en/class/1/600141094</a>	3	4	GREEK
		1 <sup>ST</sup> C 2 <sup>D</sup> C	THE PHILOSOPHICAL FOUNDATION OF EDUCATION	<a href="https://qa.auth.gr/en/class/1/600155766">https://qa.auth.gr/en/class/1/600155766</a>	3	4	GREEK
		1 <sup>ST</sup> C 2 <sup>D</sup> C	ENVIRONMENTAL EDUCATION – EDUCATION FOR THE		3	4	GREEK

<sup>1</sup> Education Academies (two-year programmes of study) The School of Primary Education & The School of Nursery Education (later renamed School of Early Childhood Education) c.1982 The Faculty of Education c.1989



			ENVIRONMENT & SUSTAINABILITY				
		1 <sup>ST</sup> C 2 <sup>D</sup> C 3 <sup>D</sup> C	ART IN EDUCATION	<a href="https://qa.auth.gr/en/class/1/600155773">https://qa.auth.gr/en/class/1/600155773</a>	3	4	GREEK/ENGLISH
		3 <sup>D</sup> C 4 <sup>TH</sup> C 5 <sup>TH</sup> C 6 <sup>TH</sup> C	DIDACTICS ON HISTORY	<a href="https://qa.auth.gr/en/class/1/600155782">https://qa.auth.gr/en/class/1/600155782</a>	3	4	GREEK
		3 <sup>D</sup> C 4 <sup>TH</sup> C 5 <sup>TH</sup> C 6 <sup>TH</sup> C	TEACHING METHODS IN LITERATURE	<a href="https://qa.auth.gr/en/class/1/600137578">https://qa.auth.gr/en/class/1/600137578</a>	3	4	GREEK
		3 <sup>D</sup> C 4 <sup>TH</sup> C 5 <sup>TH</sup> C 6 <sup>TH</sup> C	TEACHING METHODS OF GEOGRAPHY	<a href="https://qa.auth.gr/en/class/1/600038583">https://qa.auth.gr/en/class/1/600038583</a>	3	4	GREEK/ENGLISH*
		3 <sup>D</sup> E	SOURCES IN HISTORY OF EDUCATION	<a href="https://qa.auth.gr/en/class/1/600140990">https://qa.auth.gr/en/class/1/600140990</a>	3	4	GREEK
		3 <sup>D</sup> E	CONTEMPORARY HISTORY	<a href="https://qa.auth.gr/en/class/1/600140985">https://qa.auth.gr/en/class/1/600140985</a>	3	4	GREEK/ENGLISH
		3 <sup>D</sup> E	IMAGES OF SOCIETY IN CONTEMPORARY GREEK LITERATURE	<a href="https://qa.auth.gr/en/class/1/80022826">https://qa.auth.gr/en/class/1/80022826</a>	3	4	GREEK
		3 <sup>D</sup> E	GENDER & TOYS	<a href="https://qa.auth.gr/en/class/1/600038521">https://qa.auth.gr/en/class/1/600038521</a>	3	4	GREEK/ENGLISH
		3 <sup>D</sup> E	CHILDRENS LITERATURE		3	4	GREEK
		5 <sup>TH</sup> E	VISUAL ARTS AS A MEANS OF MULTIMODAL READING INSIDE & OUTSIDE THE MUSEUM	<a href="https://qa.auth.gr/en/class/1/600140955">https://qa.auth.gr/en/class/1/600140955</a>	3	4	GREEK/ENGLISH

		6 <sup>th</sup> C	DISCOURSES ON SCHOOL HISTORY	<a href="https://qa.auth.gr/en/class/1/600155802">https://qa.auth.gr/en/class/1/600155802</a>	3	4	GREEK
		6 <sup>th</sup> C	HISTORY DIDACTICS & NEW TECHNOLOGIES	<a href="https://qa.auth.gr/en/class/1/600155804">https://qa.auth.gr/en/class/1/600155804</a>	3	4	GREEK
		6 <sup>th</sup> E	SCIENCES & CULTURE IN EDUCATION	<a href="https://qa.auth.gr/en/class/1/600161356">https://qa.auth.gr/en/class/1/600161356</a>	3	4	GREEK/ ENGLISH
		6 <sup>th</sup> E	INTRODUCTION TO THE THEORY OF CULTURE	<a href="https://qa.auth.gr/en/class/1/600155801">https://qa.auth.gr/en/class/1/600155801</a>	3	4	GREEK/GERMAN*/SPANISH
		6 <sup>th</sup> E	THEATRE IN EDUCATION: DIRECTOR VIEWS & PRACTICES	<a href="https://qa.auth.gr/en/class/1/600030658">https://qa.auth.gr/en/class/1/600030658</a>	3	4	GREEK/ ENGLISH
		7 <sup>th</sup> C 8 <sup>th</sup> C	INTERDISCIPLINARY, CROSS-CURRICULAR & INTERCULTURAL MUSIC APPLICATION IN PRIMARY SCHOOL	<a href="https://qa.auth.gr/en/class/1/600141081">https://qa.auth.gr/en/class/1/600141081</a>	3	5	GREEK
		8 <sup>th</sup> C	LEARNING THE CURRICULUM THROUGH VISUAL ARTS & MUSEUMS EDUCATION. PRACTICE IN SCHOOLS, MUSEUMS & GALLERIES	<a href="https://qa.auth.gr/en/class/1/600155817">https://qa.auth.gr/en/class/1/600155817</a>	3	5	GREEK
Curriculum	<p>“ Pursuant to the presidential decree 320/1983, the Schools of the Faculty of Education aim to:</p> <ul style="list-style-type: none"> <li>• promote research and teaching in a wide variety of disciplines related to education,</li> <li>• provide graduates with the theoretical and critical tools necessary for research at a more advanced level, as well as qualify them for employment in education and other related fields of specialization in the public and private sector,</li> <li>• meet the increasing educational needs in Greece and offer high-quality education</li> <li>• provide solutions to existing problems related to education.</li> </ul> <p>Since it was founded, the Faculty of Education has promoted research and teaching in the field of education, has supported and participated in the ongoing public dialogue about education, as well as has greatly contributed to tackling social issues.”</p>						

<b>Course content</b>	<p>EDUCATIONAL PACKAGE</p> <ol style="list-style-type: none"> <li>1. <i>Context of (such as philosophical influences, national building &amp; legislative policies &amp; reforms)</i></li> <li>2. <i>Subject of (such as sustainability, literature, geography, sciences)</i></li> <li>3. <i>Teaching methods (such as ICT, interdisciplinary approaches, drama)</i></li> </ol>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>○ LECTURES</li> <li>○ INTERACTIVE EXERCISES/ WORK IN TEAMS</li> <li>○ SEMINARS/CONFERENCES</li> <li>○ WORKHOPS</li> <li>○ LABORATORY WORK / ICT</li> <li>○ ARTISTIC CREATION</li> <li>○ DRAMA</li> <li>○ PROJECT</li> <li>○ INTERNSHIP</li> </ul>
<b>Teaching materials</b>	<ul style="list-style-type: none"> <li>○ ICT</li> <li>○ NOTES-BIBLIOGRAPHY</li> <li>○ MUSICAL INSTRUMENTS</li> </ul>
<b>Class infrastructure</b>	<ul style="list-style-type: none"> <li>○ AMPHITHEATRE</li> <li>○ CLASSES</li> <li>○ ICT CLASS</li> </ul>
<b>Evaluation methods</b>	<ul style="list-style-type: none"> <li>○ WRITTEN EXAM/ORAL EXAM</li> <li>○ WRITTEN ASSIGNMENT/REPORT</li> <li>○ PERFORMANCE/STAGING</li> <li>○ LABORATORY ASSIGNMENT</li> <li>○ PARTICIPATION IN THE COURSE/WORKSHOP/CONFERENCES/SEMINARS</li> <li>○ PROJECT</li> <li>○ ARTISTIC PERFORMANCE</li> <li>○ INTERNSHIP</li> </ul>
<b>Staff</b>	<p>DEPARTMENTS</p> <ol style="list-style-type: none"> <li>1. SOCIAL &amp; CULTURAL STUDIES (14)</li> <li>2. SCIENCES &amp; NEW TECHNOLOGIES (5)</li> <li>3. EDUCATION &amp; SOCIAL EXCLUSION (8)</li> <li>4. EDUCATION IN MINORITY GROUPS</li> </ol>

	( ) NUMBER OF TENURED PROFESSORS
<b>Admission</b>	<ul style="list-style-type: none"> <li>○ ACCORDING TO SEMESTER &amp;</li> <li>○ ACCORDING TO THE COURSES ATTENDED SUCCESSFULLY</li> </ul>
<b>Notes</b>	*ONLY THE EXAMINATION CAN BE IN THESE LANGUAGES

### 3. Two examples of postgraduate studies specialised in «Education & Culture» in Greece.

No	Title	Institution-School Department	Website	ECTS
1.	“Education and Culture”	Democritus University of Thrace/ Department of Primary Education	<a href="https://eled.duth.gr/postgraduate/%ce%b2-%ce%ba%cf%85%ba%ce%bb%ce%bf%cf%82-%cf%80%ce%bc%cf%83/%ce%b5%ce%ba%cf%80%ce%b1%ce%af%ce%b4%ce%b5%cf%85%cf%83%ce%b7-%ce%ba%ce%b1%ce%b9-%cf%80%ce%bf%ce%bb%ce%b9%cf%84%ce%b9%cf%83%ce%bc%cf%8c%cf%82/">https://eled.duth.gr/postgraduate/%ce%b2-%ce%ba%cf%85%ba%ce%bb%ce%bf%cf%82-%cf%80%ce%bc%cf%83/%ce%b5%ce%ba%cf%80%ce%b1%ce%af%ce%b4%ce%b5%cf%85%cf%83%ce%b7-%ce%ba%ce%b1%ce%b9-%cf%80%ce%bf%ce%bb%ce%b9%cf%84%ce%b9%cf%83%ce%bc%cf%8c%cf%82/</a>	120
Curriculum	<p>The main purpose of this master’s program is the transmission of theoretical and practical knowledge for the use of cultural elements in the educational process. Also, traditional ways of using the arts as teaching tools (for example, children's drawing, representations, puppetry, theatrical techniques, etc.) are presented in combination with digital educational applications. Students become competent researchers for further study, application and dissemination of “edutainment” (education plus entertainment via culture and heritage).</p> <p>Course duration: 4 semesters including the conduct of dissertation (not less than 6 months)</p> <p>All lessons are compulsory and each one consists of a total of 36 hours (lectures and workshops).</p>			
Syllabus	<b>1<sup>st</sup> Semester</b> “Research Design: Modern Scientific Technology” Aim of this lesson is to provide a detailed presentation of the stages of empirical research, to provide instructions and examples concerning bibliography or bibliographic references.			10
	“Elements of Culture” Aim of this lesson is the in-depth knowledge of the concept of culture and its elements, the presentation and understanding of issues related to Greek culture, the active participation in experiential workshops, in which the use of cultural elements leads to better learning outcomes.			10
	“Qualitative and Quantitative Data Analysis” Aim of this lesson is to develop scientific data analysis skills with the ultimate goal of giving logical answers to research questions that come mainly from the field of Educational Sciences, Social Sciences and Humanities, the development of the scientific way of presenting the methodology and the results of a comprehensive research, the critical evaluation of the methodological choices adopted in published qualitative and quantitative research.			10
	Total			30
	<b>2<sup>nd</sup> Semester</b> “The Educational Application of “Edutainment” (Education and Entertainment)” Purpose of this lesson is the in-depth knowledge of the theory of educational application edutainment (education plus entertainment), the transmission of applied knowledge for the use of cultural elements in the educational process, the implementation of laboratory courses, which suggest ways of using traditional teaching tools in combination with digital educational			10

	applications, the development of skills and abilities by students for further study, research, application and dissemination of practices that combine education with entertainment.	
	<p>“Sociology of Culture: Culture and Education in 20<sup>th</sup> and 21<sup>st</sup> century”</p> <p>Aim of this lesson is to provide in-depth knowledge of important theories and researches concerning subjects of Sociology, of Culture and History of Education, to present the perspectives of the Greek educational system in relation to Cultural Programs.</p>	10
	<p>“Audio-visual Arts and Behaviour Problem Management”</p> <p>The aim of this lesson is to present, at a theoretical and experiential level, issues such as mutual respect, self-observation, positive mood, exchange of experiences, taking action to normalize and mediate in conflict resolution, raising awareness and reflection on the development of educational environments related to actions to address social problems through empathetic, effective stage-by-stage development of representational practices and force projects on relevant issues.</p>	10
	Total	30
	<p><b>3<sup>rd</sup> Semester</b></p> <p>“Cognitive Psychology”</p> <p>Aim of this lesson is to approach basic theories of the science of cognitive psychology and in particular theories of children's thinking, scientific knowledge of children's representations, in-depth knowledge and understanding of culture as a factor in shaping modern collective identities, or in-depth knowledge and understanding of the integration of collective identity data in children depending on their stage of development.</p>	10
	<p>“Differentiated Teaching in the Modern School”</p> <p>The purpose of this lesson is the scientific knowledge of the ways in which the individual perceives himself and others, the scientific knowledge of the ways in which the individual perceives social groups and / or important social issues, the presentation of their socio-psychological approach, intergroup relations, the awareness and systematization of the personal knowledge / understanding / theory of postgraduate students regarding the differentiation of teaching, the gradual expansion and possibly modification of their personal knowledge, and, finally, the preparation of postgraduate students for the application of extended knowledge in personal educational practice.</p>	10
	<p>“Greek Culture and Innovative Teaching Approaches”</p> <p>The aim of this lesson is the in-depth knowledge and understanding of culture as a factor in shaping modern collective identities, in-depth knowledge and understanding of culture as a factor of collaborations or conflicts in the modern world, the presentation of innovative didactic approaches that use a) creations of Greek culture, such as ancient myths, traditional fairy tales, traditional food, traditional buildings, etc. and b) combine the use of traditional educational evaluation tools (drawing, shadow theatre figures, constructions, etc.) with modern educational tools (digital applications) for better learning outcomes</p>	10
	Total	30
	<p><b>4<sup>th</sup> Semester</b></p> <p>Dissertation</p>	30
<b>Teaching methodologies</b>	Lectures, workshops, study, and bibliography analysis	

<b>Teaching materials</b>	Presentations available online, books, databases			
<b>Class infrastructure</b>	Classrooms, computer rooms			
<b>Evaluation methods</b>	<p>All lessons require students to conduct research and present results. The lessons that include workshops also require the production of educational material.</p> <p>The evaluation via a written or oral examination, project, presentation, report, or a combination of the above.</p> <p>Grading system:</p> <ul style="list-style-type: none"> <li>- Excellent: from 8.50 to 10</li> <li>- Very well: from 6.50 to 8.49</li> <li>- Well: from 5 to 6.49</li> <li>- Fail: from 0 to 4.49</li> </ul>			
<b>Staff</b>	12 professors/ tutors			
<b>Admission</b>	<p>The number of entrants per year is set at a maximum of twenty (20) postgraduate students.</p> <p>To be admitted students must fill in an application form that is examined by an Admissions Committee.</p> <p>Admission Criteria:</p> <ul style="list-style-type: none"> <li>- Grade of Undergraduate Degree</li> <li>- Dissertation</li> <li>- Fluency in foreign languages</li> <li>- Fluency in more than 1 foreign language</li> <li>- Another master's degree or PhD</li> <li>- Relative professional or research work</li> <li>- Interview</li> </ul> <p>Publications</p>			
<b>Notes</b>	Possibility for Part-time studies			
<b>No</b>	<b>Title</b>	<b>Institution-School Department</b>	<b>Website</b>	<b>ECTS</b>
2.	"Cultural Education"	Harokopio University/ School of Environment, Geography and Applied Economics/ Department of Home Economics and Ecology	<a href="http://www.dhee.hua.gr/index.php/en/postgraduate-studies/education-and-culture/cultural-education">http://www.dhee.hua.gr/index.php/en/postgraduate-studies/education-and-culture/cultural-education</a>	120
<b>Curriculum</b>	<p>Specialization in Cultural Education is intended not only to in-service and prospective teachers, providing specialized knowledge for the utilization of art and culture as a necessary teaching tool, as well as a means for approaching students from different cultural backgrounds. It is also intended to those who wish to acquire further knowledge on cultural issues and to use this knowledge in other developing areas, such as cultural</p>			

	<p>tourism. Moreover, this Specialization is intended to fill the cultural knowledge gap in combination with education and aims to provide a high-level theoretical training on specific subjects regarding art and culture, with emphasis on the Greek cultural tradition, in relation to the European and world cultural heritage, as well as to systematically inform postgraduate students about modern approaches to such issues. It also aims at analysing firstly issues related to the importance of education at school as regards art and culture issues, and secondly ways of its implementation and ways of presenting the tangible and intangible cultural heritage of Greece.</p> <p>Particular attention is paid to the postgraduate students' involvement in cultural education activities through visits to archaeological sites, museums, art exhibitions, participation in special tours and organization of other related activities. Students are also expected to get familiarized with the organization of cultural activities and educational programs proviso they have firstly systematically attended similar actions organized by museums, institutions, and culture-related stakeholders. The specific aims of the program of this Specialization comprise the effort to enable the attending postgraduate students: to effectively use art in education, to instigate the cultural interests of pupils and to sensitize them to issues of culture and respect for cultural diversity; to undertake in schools the organization of cultural activities, such as the staging of theatrical plays and the establishment of cultural school clubs, the publication of student magazines, the creation of school museums and cultural collections etc.; to implement innovative activities organized by the Ministry of Education, and to undertake the organization of cultural activities, educational programs, cultural routes and other cultural tourism activities with the cooperation of public local authorities and of the private sector.</p> <p>Course duration: 4 semesters including the conduct of dissertation (not less than 6 months) All lessons are compulsory. Full-time study.</p>	
<b>Syllabus</b>	<b>1<sup>ST</sup> Semester</b>	
	<p><b>"Culture and Civilizations"</b> Introduction. The Concepts of Culture and Cultural Heritage. Ancient civilisations. Medieval European civilizations. Western culture. Cultures of the Middle East and West Asia. Cultures of Southeast Asia and the Far East. Pre-Columbian civilizations. African cultures. Ocean cultures. Greek culture. Cultures and Globalization</p>	8
	<p><b>"Learning environment and effective teaching"</b> The main themes of this lesson are the main factors that influence and shape the learning environment such as the multifaceted role of the modern teacher, the stages of his professional development, professional stress and effectiveness in teaching, difficulties in managing the classroom in relation to healthy learning environment. Teacher counselling skills.</p>	8
	<p><b>"Pedagogy of theatre"</b> Theatre in education: historical retrospect. Definition of the Pedagogy of Theatre. Psychological view, Psychosocial dimension - Theatrical animation and group. The artistic essence</p>	7
	<b>"Nutrition and Culture"</b>	7



Thematic sections: Nutrition as an element of Culture, Nutritional Tradition in Greece, Anthropology of Nutrition, Paleolithic Nutrition, Traditional Mediterranean Nutrition and Health, Nutritional Behavior, Food, Ideology and Emotions, Social Dimensions of Nutrition, Nutrition, Food and Food Nutrition in Ancient Greece and Byzantium, Religion and Nutrition, Obesity, Nutritional Habits: Interaction of Culture and Biology. The evolution in the tastes of the Greeks, The evolution of cooking utensils, The culture of nutrition in the Aegean: a guide to virtue for modern societies, Local cuisines and cuisines of the world, Sustainable Consumption and Culture, World Food Crisis	
Total	30
<b>2<sup>nd</sup> Semester</b>	
<p>“History of European Art - Experiential professional development exercises”</p> <p>Introduction- Concepts. Art and Man. The Beginnings of European Art. Main Artistic Currents: Renaissance-Mannerism-Baroque-Classicism-Rococo-Neoclassicism-Romanticism-Realism-Impressionism- Post-Impressionist Currents-Abstraction-Fontronism-Synolism-Monarchy-Transgenderism-Cubism-Scythia. History of Modern Greek Art.</p> <p>During the implementation of the "Experiential Professional Development Exercises", the students of the Specialization "Education and Culture", become familiar with the organization of cultural activities and educational programs after attending similar experiential activities in schools, museums, institutions, and organizations.</p>	8
<p>“Museum education”</p> <p>This lesson approaches the concept of museum education in the light of modern epistemological approaches to communication and learning and then offers methodological tools for designing educational activities in museums. At the same time, it provides the opportunity for students to get acquainted with the implementation of educational activities through visits to museums and the presentation of successful examples from Greece and abroad.</p>	7
<p>“Culture and environment”</p> <p>Introduction - The relationship of human environment, Population pressures in the environment, Is there "good" consumption? Economy, Culture and Environment, Human nutrition as a factor of burden, Environmental Education, Environmental Ethical Living - Our Environmental Footprint, Culture, Development and Environmental Impacts, The Impacts of Air Pollution on Ancient Monuments</p>	6
<p>“Culture, tourism and entrepreneurship”</p> <p>This lesson includes the following sections:</p> <ul style="list-style-type: none"> <li>- Culture as a good - Concepts of Cultural Industry, reflections</li> <li>- Stages of planning and organizing cultural activities and institutions in the context of rational resource management</li> <li>- Basic principles and budget practices of cultural activities</li> <li>- Key concepts and application of ‘integrated’ marketing in the field of services and culture</li> <li>- Importance and basic concepts of Visitor Service and Satisfaction</li> <li>- Marketing communications in culture - the role of technology</li> <li>- Sustainable practices in cultural institutions</li> <li>- Culture as a commodity and its relationship with tourism</li> <li>- Cultural tourism: conceptual approaches, peculiarities, importance for the business world</li> <li>- Forms of cultural tourism</li> </ul>	9

	<ul style="list-style-type: none"> <li>- Analysis of cultural tourists. The role of customer service in culture and tourism</li> <li>- From idea to practice - Basic concepts of entrepreneurship</li> <li>- Business strategies and opportunities in the field of culture and cultural tourism</li> <li>- Corporate Social Responsibility in the field of culture</li> </ul>	
	Total	30
	<b>3<sup>rd</sup> Semester</b>	
	<b>"Cultural routes"</b> Introduction to Culture and Tourism. The importance of cultural routes for modern man. Features of Special Forms of Tourism. New approaches to the concept of cultural resource. Cultural Tourism: features, developments. Issues related to Religious and Pilgrimage Tourism	7
	<b>"Cultural technology"</b> Information and Communication Technologies and their use in the presentation and promotion of cultural goods. Familiarity with the concept of metadata. Digitization of sound, music collections, image, animation (video). Digital Libraries. Tools and standards used to store digital information by relevant international organizations. Museology and Informatics. Cyberspace, Multimedia and Art. 3D Graphics to capture a Virtual and Augmented Reality. Information and Communication on the World Wide Web.	8
	<b>"Literature and Press in Education"</b> This lesson examines, in a first part, the main periods of development of the youth and the student press in Greece through its history, its main stations and through comparisons with European corresponding publications. In a second part, the students study youth literature through contemporary themes: feminist youth literature, youth literature and the issue of immigration, and other social issues. They also study the position of literary text in education: the current theories of literature and teaching as well as the interdisciplinary approach of literary texts in school environments are examined.	7
	<b>"Research methodology"</b> Introduction to scientific research. Research design and implementation. Qualitative research methods in the history of art and culture. Definition, goals, and characteristics of quality primary research. Qualitative research methods: case study, ethnographic research, action research, biography. Approaches and data collection methods in qualitative research. Bibliographic research. Analysis of scientific texts, as well as ways to search for sources in electronic databases. Formulation of research hypotheses. Data formats. Classification of statistical data. Sampling. Data encoding and database creation. Registration - Presentation of data. Basic definitions and statistical background. Statistical data processing: Correlation analysis. Independence checks. Checks for the means difference.	8
	Total	30
	<b>4<sup>th</sup> Semester</b>	
	Dissertation	30
<b>Teaching methodologies</b>	Lectures, workshops, study and bibliography analysis, experiential professional development exercises: They aim at the development of specialized knowledge and special professional skills. Their duration is 12 hours and they are mandatory, educational visits	

<b>Teaching materials</b>	Presentations available online, books, databases and other resources
<b>Class infrastructure</b>	Classrooms, computer rooms
<b>Evaluation methods</b>	<p>The evaluation via a written or oral examination, project, presentation, report, or a combination of the above.</p> <p>Grading system: 0-10</p> <ul style="list-style-type: none"> <li>- Excellent: from 8.60 to 10</li> <li>- Very well: from 7.10 to 8.5</li> <li>- Well: from 6 to 7</li> <li>- Fail: from 0 to 5.9</li> </ul>
<b>Staff</b>	
<b>Admission</b>	<p>Maximum number of admitted students: 45</p> <p>To be admitted students must fill in an application form that is examined by an Admissions Committee.</p> <p>Admission Criteria:</p> <ul style="list-style-type: none"> <li>- Grade of Undergraduate Degree</li> <li>- Dissertation</li> <li>- Fluency in foreign languages</li> <li>- Fluency in more than 1 foreign language</li> <li>- Another master's degree or PhD</li> <li>- Relative professional or research work, Publications</li> <li>- Interview</li> </ul>
<b>Notes</b>	Possibility to participate in Erasmus + programs.