

CURRICULUM OF POSTGRADUATE STUDIES

Nafplio 2021

The Department of Theatre Studies of the University of Peloponnese organizes and operates a Postgraduate Program from the academic year 2014-2015, according to the Ministerial Decision number 107355 / B7 (Government Gazette 1929 τ.Β' / 17-07-2014) and the provisions of Law .3685 / 2008.

The MA awards a Postgraduate Master in "Drama and Performing Arts in Education and Lifelong Learning"

The subject of the Postgraduate Studies Program (MA) of the Department of Theatre Studies is the study and advancement in the field of teatrology of the knowledge of Drama in Education (DIE) and the Performing Arts as well as the development of research and applications of Drama in Education and Performing Arts as a learning / teaching methodology and as an art form in the field of education and lifelong learning.

The purpose of the MA is:

- The development and cultivation of Drama in Education (DIE) as an innovative, effective and internationally recognized methodology and its application in educational, theatrical and social spaces in general.
- The specialization of scientists and artists in Drama Education and Performing Arts in order to meet the educational and social needs, but also the artistic and research needs, which at this time are all imperative and immediate.

The individual objectives of the MA are:

- The promotion of research through the study and deepening of the research data of DIE and the Performing Arts in Greece and worldwide, in order to enable the design, implementation and evaluation of new research and pilot experimental programs in the field of education (special and general) and lifelong learning in a secure context.
- The formation of dynamic executives in the field of education and lifelong learning which be able to inspire groups with knowledge of theatrical pedagogical principles.
- The training of specialized scientists, artists and teachers in a new alternative methodology, which can contribute to find job in the Greek market and in the European as well.

The theoretical knowledge, practical training and application, and ultimately the acquisition of the DIE of its structures and tools, an experiential method that promotes personal and social development, personal skills and "life" skills.

- The strengthening of dynamic pedagogy and socio-emotional education.
- The creative, interactive, experiential, pedagogical teaching of theater and drama in Primary, Secondary, Tertiary and Adult Education, which makes participants, students and teachers, active and creative.
- Familiarity with traditional and modern codes of theatrical creation and the performing arts, forms of interactive, creative and improvised pedagogical theater such as: Forum Theater, Development Theater, Invention Theater, Icon Theater, Storytelling Theater, the Psychodrama and Therapeutic Theater, the Physical Theater,

the Ethnodrama and the Documentary Theater, the Dance Theater, the Musical Theater, the Happenings, the Performance, the Theater of Objects, the Theater of Shadows, the Puppet Theater Video artist, Animation, the combination of these etc.

- The development of an alternative learning methodology, both social and personal, that can be widely used in the field of any education or lifelong learning and contribute to the shaping of innovations at the international level.
- The development of research and artistic work in the fields of DIE and the Performing Arts.
- The creation of domestic surveillance material, books, objects, videos, etc. in the fields of DIE and Performing Arts.
- Experimenting to connect the arts with each other in order to optimize the educational process and the product produced, and to make dynamic use of the arts in the acquisition of learning.
- The contact and familiarity with the multimedia and the necessary knowledge of the technology required for the creation of theatrical, musical, artistic, dance improvised events and performances - performances in educational, social and theatrical spaces.
- Familiarity with the art of cinema, video making, animation that can contribute to the creation of performance or improvised events in combination with other performing arts.
- The approach of the stage work, such as scenography, costume design, stage objects, lighting in combination with the Dramatic Art in Education and lifelong learning but also experimentally, for the production of an original autonomous artistic creation.
- Music awareness and the use of music in conjunction with DTE and the Performing Arts.
- The approach of Music as a means of getting to know oneself, others, the world as well as its therapeutic dimension.
- The creation of improvised music as an expressive ability in combination with DTE and Performing Arts.
- The interconnection of the Department of Theatrical Studies of the University of Peloponnese with other universities abroad and international organizations in the field of DTE as well as the interconnection with Greek universities and technical institutes, with research bodies and research, scientific and social centers.
- The contribution of the Department of Theatrical Studies as a research pedagogical center, center of planning and action for the DTE and the Performing Arts in Greece.
- The collaboration of the Department of Theatrical Studies of the University of Peloponnese with the Education offices and the social spaces of lifelong learning located in the northern, southern and eastern Peloponnese regarding the implementation of the innovative actions of DTE and the Performing Arts in interaction with the residents, local actors and micro-communities.

Active participation and creative attendance of the program will have the following learning outcomes for Postgraduate students:

- Create new fields of work in the saturated labor market.
- To form epistemological frameworks and to utilize factual data of educational policy and practice in areas of research, education, lifelong learning and beyond.
- To develop personal and "life" skills, as well as academic, practical and professional skills, which will lead to the development of their self-esteem.
- To develop intrapersonal and interpersonal skills.

- To choose the appropriate method of research and analysis on issues of Dramatic Art in Education in order to process research questions, face educational problems and solve problems effectively.
- Develop critical thinking, revise stereotypes and beliefs, cultivate empathy, argue accurately, clearly and confidently, solve problems with ingenuity and creativity, and develop intercultural communication.
- To negotiate with a sense of justice, to create a "pedagogical-theatrical" atmosphere and to face life positively.
- Work collaboratively in interdisciplinary teams and exchange views and ideas, promote dialogue for the production of new knowledge.
- To design creative intervention programs through the DIE and the Performing Arts for the needs of a specific group according to its characteristics.
- To develop their artistic skills at a high quality professional level.
- To write papers with academic structure and content and to know the methodology of research writing.
- To become familiar with forms of expression and communication, which go beyond language and especially in the field of Special Needs.
- To know traditional and modern forms of cultural expression and to be able to use them in educational practice and in social spaces

In order to obtain the MA, it is required the study and the successful completion of the relevant obligations of the students during two (2) teaching semesters (with extension of study up to a maximum of two (2) additional semesters) and then the elaboration of a postgraduate thesis, the which must be completed within six months. The completion of the postgraduate thesis can be extended at the discretion of the Coordinating Committee of Postgraduate Studies (C.C.) up to a maximum of two (2) additional semesters.

The Postgraduate Diploma (MA) includes theoretical teaching equivalent to 60 credits / credits (ECTS), and a postgraduate thesis equivalent to 30 credits / credits (ECTS), which is carried out with postgraduate research candidate in collaboration with a professor or the Directorate of the MPS.

Theoretical teaching covers the first two semesters. The courses are semester and teaching hours are provided in the form of theoretical lectures, laboratory courses and courses in the form of seminars to enhance the basic courses of the curriculum.

Attendance is mandatory. Attendance is sufficient as long as the total of the student's absences does not exceed 20% of the total duration of each course. For special reasons, the percentage of absences increases by 10%. These reasons should be due to objectively serious reasons and be documented with a signed note of the student to the Secretariat accompanied by sufficient supporting documents, which are submitted no later than the tenth day after the return of the graduate student to the courses and on them the Director of the MPS.

The syllabus is taught in Greek and students are required to attend six courses in the first and six in the second semester. In the third semester they prepare a master's thesis.

The program of the examinations of each examination period is prepared by the Director of the MA and is approved by the CC-MA. The evaluation of the performance of the students / three in each course is done with exams that can be written, oral, laboratory, compulsory / optional assignments, multiple choice questions

or any combination of them. Under the responsibility of the coordinator of each course, students are notified of how to evaluate their performance in the course.

The evaluation in the courses is done with an excellent score of 10. The evaluation is considered successful when the student receives at least 5. In each course there is only one exam, after the completion of the respective teaching semester and before the beginning of the next teaching semester.

Upon successful completion of all the courses of the first year of study, the student undertakes, in consultation with a faculty member of the Department, or another Department of the country, a six-month postgraduate thesis, the completion of which can be extended for another two semesters. The topic of the thesis is defined at the end of the second semester. The postgraduate students choose a subject area and be supervised by a faculty member, with his consent, submits a relevant application to the Secretariat of the MA. The CC of the MA makes an effort, as much as possible, for an equal distribution of the diploma theses to the faculty members, appoints the examination committees of the diploma theses and submits a relevant proposal to the General Assembly of Special Composition for approval. The deadlines within which the submission of the above lists will be made by the faculty members and the submission of the applications for the elaboration of postgraduate theses by the students are determined by the Director of the MA. The C.C. and the supervisor are responsible for monitoring and controlling the progress of the postgraduate student's studies towards the postgraduate thesis. Researchers who hold a doctorate, or other permanent faculty members or (SPD) may be appointed co-supervisors of the graduate student. The title of the thesis, the responsible faculty member and the supervisors are declared to the Secretariat in a form co-signed by the student and the faculty member (template in Annex II). The size of the master's thesis should be 13,000-15,000 words, not including the bibliography and the Appendices. The final grade of the master's degree is calculated as the weighted average of the student's grade in the courses. The weighting is based on the ECTS credits of the courses, ie the postgraduate thesis participates with a weight of 30 and the other courses with a weight according to the number of ECTS credits they carry.

In summary, the curriculum of the MA is structured as follows:

CODE	Module Title	ECTS
DIE-101	Drama Education: Forms and Categories	4
DIE-102	Drama Education and Educational Sciences	6
DIE-103	Drama Education: Theatre educational programmes	5
DIE-104	Qualitative and quantitative research methods in the humanity science	4
DIE-105	Methods of evaluation / measurement of theater educational programs in education and lifelong learning	6
DIE-106	Drama Education: Research Plan I	5
Summary		30

B Semester		
Code	Module Title	ECTS
DIE-201	Performing Arts: Forms and categories(Visual arts-dance-video cinema-performance, facilities)	4
DIE-202	Performing arts and other arts (Music, creative writing, poetry, Literature, Vocal practice)	5
DIE-203	Interconnection of Arts : Multi-event (Performance - Scenography)	6
DIE-204	Forms of Spectacle	4
DIE-205	Cultural events in education and lifelong learning	6
DIE-206	Drama Education: Research Plan II	5
Summary		30

C Semester		
Code	Module Title	ECTS
DIE-301	Dissertation	30

A SEMESTER

A SEMESTER COURSE DETAILS

HEAD TEACHER: Alkistis Kontogianni - Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Asterios Tsiaras - David Pammenter - Panagiota (Betty) Giannouli - Olga Konstantinou - Christina Zoniou - Nikolaos Govas - Alexios Kokkos - Rea-Argyro Karageorgiou – Sofia Perdikari -Anna Stourna- Rea Grigoriou-Giannis Leontaris-Eleni Papalexioiu-Anna Tsixli- Stavroula (Aura) Xepapadakou

1. COURSE OUTCOME

1.General

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-101	SEMESTER	FIRST
MODULE TITLE	DRAMA EDUCATION : Forms and Categories		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
In case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.			
Lectures and Laboratories		4	

Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.		
MODULE TYPE General Background, Special Background, Specialty	Special Background	
PREREQUISITE COURSES:	---	
LANGUAGE OF TEACHING AND EXAMS:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO	
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS298/	

2. LEARNING OUTCOMES

Learning results

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.

Refer to Appendix A.

- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students to the basic forms and types of Dramatic Art in Education.

Through the teaching of the course the postgraduate student will understand the differences of the teaching techniques of Dramatic Art in Education.

Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops in techniques of teaching Dramatic Art in Education. Upon successful completion of the course students will be able to:

- Define theories about dramatic art in education.
- Analyze the basic concepts and teaching methodology of dramatic art in education.
- Distinguish the differences between the different methods of teaching theater and drama in education.
- Recognize the teaching techniques of dramatic art in education.
- Organize the structure of an experiential workshop of dramatic art in education.

- Develop team animation skills.
- Cultivate individual theatrical expression skills through their body and voice.

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.

Decision making.

Autonomous work.

Teamwork.

Working in an international environment.

Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.

Respect for diversity and multiculturalism.

Respect for the natural environment.

Demonstration of social, professional and moral responsibility and sensitivity to gender issues.

Exercise criticism and self-criticism.

Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Methods of teaching Drama Education
2. Conventions and techniques of Drama Education
3. Creative drama as a didactic form of Drama Education
4. Procedural drama as a didactic form of Drama Education
5. Drama Education as an artistic activity and method of educating the individual

4. TEACHING AND LEARNING METHODS – EVALUATION

TEACHING METHOD Face to face, distance education, etc..	In the classroom (Face to face)
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic e-class platform

Laboratory Education, in Communication with students		
<p>TEACHING</p> <p>The way and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study / creation, project, creation, project. λπ.</p> <p>The student study hours for each learning activity are indicated as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	ACTIVITY	SEMESTER WORK
	Lecturing	25
	Interactive teaching with practical exercises focusing on the application of different methodologies of teaching drama in education.	25
	Experiential workshops of drama in education for the practice of animation and theatrical expression skills	25
	Writing an individual work focused on topics related to the theory and practice of dramatic art in education	25
	Course Total (25 hours of workload per credit unit)	100
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay, Public Presentation Others Explicitly defined</p>	<p>Writing and presenting an Individual Thesis The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>	

assessment criteria and if and where are accessible to students are mentioned.	
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5. RECOMMENDED BIBLIOGRAPHY

- Anderson, M. (2012). *Masterclass in drama education: transforming teaching and learning*. New York, NY: Continuum International Pub. Group.
- Κοντογιάννη, Α. (2000). *Η δραματική τέχνη στην εκπαίδευση*. Αθήνα: Ελληνικά Γράμματα.
- Schonmann, S. (2011). *Key concepts in theatre/drama education*. Boston: Sense Publishers.
- Τσιάρας, Α. (2014). *Η αναπτυξιακή διάσταση της διδακτικής του δράματος στην εκπαίδευση*. Παπαζήσης: Αθήνα.
- Winston, J. (2012). *Drama, Literacy and Moral Education 5-11*. London: Routledge.

COURSE DETAILS:

A' SEMESTER

HEAD TEACHER: Asterios Tsiaras - Assistant Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Alkistis Kontogianni - Georgios Nikolaou - Dimitris Dimitriadis - Katerina Kosti - (Polyxeni) Jenny Karavitou - Panagiota (Pota) Kotarinou - Eugenia Arseni – Elena Kaiafa - Christina Zoniou

3. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF EDUCATION	MASTER		
LESSON CODE	DIE-102	SEMESTER OF STUDIES	1 ^o
SEMESTER OF STUDIES	Drama in Education and Education Sciences		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.			
Lectures and laboratory exercises		6	
Add rows if needed. The teaching organization and teaching methods used			

are described in detail in 4.		
COURSE TYPE General Background, Special Background, Specialty	Special Background	
PREREQUISITE COURSES:	---	
LANGUAGE OF TEACHING AND EXAMS:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No	
SITE (URL)	https://eclass.uop.gr/courses/TS295/	

2. LEARNING OUTCOMES

Learning results

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A.

- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students in the theoretical and practical correlation of Dramatic Art in Education with the Sciences of Education. Through the teaching of the course the postgraduate student will understand the ways of using the Dramatic Art as a teaching tool of the various cognitive subjects in primary and secondary education.

Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops, in the composition of appropriate workshops to link Drama Art in Education with Education Sciences.

Upon successful completion of the course students will be able to:

- They have understood the basic principles of correlation of Drama in Education with the Sciences of Education.
- Have knowledge of the tools and techniques of building a teaching of a lesson schedule through the dramatic art in education
- Able to distinguish the key roles of the animator in motivating participants in dramatic activities to work and learn collaboratively.
- Use the methodologies of the dramatic art to organize the appropriate environment for intercultural education.
- Analyze the basic structure of a dramatic art workshop in training focused on resolving interpersonal conflicts.
- Collaborate with their classmates to create and present a cross-curricular approach to school curriculum courses through the drama arts in education.

General Abilities

Taking into account the general skills that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of the following is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.

Decision making.

Autonomous work.

Teamwork.

Working in an international environment.

Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.

Respect for diversity and multiculturalism.

Respect for the natural environment.

Demonstration of social, professional and moral responsibility and sensitivity to gender issues.

Exercise criticism and self-criticism.

Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Pedagogy of DiE & Curricula
2. Pedagogy: Methodology for education centered on the student DiE and the Performing Arts
3. Didactic DiE and cognitive subjects in the Curricula (Literature, Physics, Mathematics, History, etc.)
4. Creative Writing
5. Intercultural education and lifelong learning
6. Aggression Management - Conflict Management

4. TEACHING AND LEARNING METHODS – EVALUATION

TEACHING METHOD Face to face, distance education, etc..	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING	ACTIVITY	SEMESTER WORK
	Lectures	25

<p>They are described in detail the way and methods of teaching.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation λπ.</p> <p>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	Interactive teaching with practical exercises that focus on the application of different methodologies for the application of drama in education.	25
	Experiential workshops of dramatic art in education for the practice of animation and theatrical expression skills	25
	Art Workshops for the practice of students / three in creating an action environment for the organization of the collaborative method of teaching using techniques of dramatic art in education	25
	Independent Study	25
	Writing an individual work focused on topics related to the connection of dramatic art in education with the sciences of education	25
Course Total (25 hours of workload per credit unit)	150	

<p>STUDENT EVALUATION Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay, Public Presentation Others</p> <p>Explicitly defined assessment criteria are stated and if and where they are accessible to students.</p>	<p>Writing and presentation of Individual Thesis The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>
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5. RECOMMENDED BIBLIOGRAPHY

- Anderson, M. (2012). *Masterclass in drama education: transforming teaching and learning*. New York, NY: Continuum International Pub. Group.
- Hamilton, J. (2002). *Drama and learning: a critical review*. Geelong, Vic.: Deakin University.
- Kempe, A. (2005). *Εκπαιδευτικό δράμα και ειδικές ανάγκες : Ένα εγχειρίδιο για δασκάλους σε γενικά και ειδικά σχολεία*. Αθήνα: Πατάκης.
- Poston-Anderson, B. (2012). *Drama: learning connections in primary schools*. South Melbourne, Vic. Oxford University Press.
- Taylor, P. (2003). *The drama classroom action, reflection, transformation*. London: RoutledgeFalmer.

COURSE DETAILS:

A' SEMESTER

HEAD TEACHER: Alkistis Kontogianni - Professor of Theatre Department at the University of Peloponnese

OTHER TEACHERS: Asterios Tsiaras - Konstantinos Magos - Eugenia Arseni-Maria (Marlen) Mouliou - Sofia Perdikari - Fotini Venieri - David-Roger Pammenter - Stelios Krasanakis

3. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF EDUCATION	MASTER		
LESSON CODE	DIE-103	SEMESTER OF STUDIES	1st
COURSE TITLE	Drama in Education: Theater Pedagogical Programs		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures and laboratory exercises		5	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
(URL)	https://eclass.uop.gr/courses/TS299/		

2. LEARNING OUTCOMES

<p>Learning results</p> <p>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p> <p>Refer to Appendix A.</p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B

• Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students in the techniques of presenting theatrical programs to children, adolescents and adults.

Through the teaching of the course the postgraduate student will understand the differences in the construction of theater-pedagogical programs depending on their application environment and the age of the participants.

Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops in techniques of presenting theatrical programs to children, adolescents and adults.

Upon successful completion of the course students will be able to:

- Have understood the basic principles of organizing theatrical programs for children, adolescents and adults.
- They have knowledge of the tools and construction techniques of a theatrical pedagogical program depending on their application environment and the age of the participants.
- They are able to implement a theatrical pedagogical program for children, adolescents and adults.
- Use the techniques of dramatic art to organize the appropriate environment for the implementation of a theatrical program.
- Analyze the basic structure of museum pedagogical and environmental programs through the DTE.
- Collaborate with their fellow students to create and present applied theater education programs in education and lifelong learning.

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.
 Decision making.
 Autonomous work.
 Teamwork.
 Working in an international environment.
 Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.
 Respect for diversity and multiculturalism.
 Respect for the natural environment.
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues.
 Exercise criticism and self-criticism.
 Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Drama Education programs of intercultural education 2. Museum pedagogical and environmental programs through the DiE 3. Social and drama therapy programs through the DiE 4. Theatrical programs through the use of a doll 5. Applied programs in education and lifelong learning
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4. TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation λπ. The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK
	Lectures	25
	Interactive teaching with practical exercises that focus on the application of different methodologies for the application of drama in education.	25
	Experiential workshops for the animation of theatrical pedagogical programs in various places and institutions	25
	Elaboration of a project (project) and practical implementation of theatrical pedagogical programs in various places and institutions	25
	Writing an individual work focused on topics related to the elaboration of theatrical pedagogical programs in	25

	various spaces and bodies based on techniques of the dramatic art in education	
	Course Total (25 hours of workload per credit unit)	125
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay, Public Presentation Others Explicitly defined assessment criteria and if and where are accessible to students are mentioned.	Writing and presentation of Individual Thesis The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade	

5. RECOMMENDED BIBLIOGRAPHY

- Nicholson, H. (2009). *Theatre & education*. Basingstoke: Palgrave Macmillan
- Κοντογιάννη, Α. (2008). *Μαύρη αγελάδα - άσπρη αγελάδα: Δραματική τέχνη στην εκπαίδευση και διαπολιτισμικότητα*. Αθήνα: Τόπος
- Αυδή, Α. & Χατζηγεωργίου, Μ. (2007). *Η τέχνη του δράματος στην εκπαίδευση: 48 προτάσεις για εργαστήρια θεατρικής αγωγής*. Αθήνα: Μεταίχμιο.
- Ζώνιου, Χ. & Μποέμη, Ν. (2013). *Αριάδνη. Τέχνες και διαπολιτισμική προσαρμογή*. Αθήνα: Γρηγόρης.
- Τσιάρας, Α. (2007). *Η θεατρική αγωγή στο δημοτικό σχολείο: Μια ψυχοκοινωνιολογική προσέγγιση*. Αθήνα: Παπαζήσης.
- Wooster, R. (2007). *Contemporary Theatre in Education*. Chicago: Chicago Distribution Center.

COURSE DETAILS:

A' SEMESTER

HEAD TEACHER: Katsis Athanasios - Professor of the Department of Social and Educational Policy of the University of Peloponnese

OTHER TEACHERS: Alkistis Kontogianni - Asterios Tsiaras - Olga Konstantinou - Stavroula Kaldi - Anna Mavroleon

3. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF EDUCATION	MASTER		
LESSON CODE	DIE-104	SEMMESTER OF STUDIES	1st
COURSE TITLE	Qualitative and quantitative research methods in the humanities		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures and laboratory exercises		4	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE(URL)	https://eclass.uop.gr/courses/TS299/		

2. LEARNING OUTCOMES

Learning results

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.

Refer to Appendix A.

- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The teaching objective of the course is to introduce postgraduate students to the research methodology in the humanities.

Through the teaching of the course the postgraduate student will understand the qualitative and quantitative research methods in the humanities.

Finally, the aim of the course is the practical training of postgraduate students / three in statistical analysis of qualitative and quantitative data.

Upon successful completion of the course students will be able to:

- Have understood the basic principles of qualitative and quantitative research
- Have knowledge of the methodological tools of qualitative and quantitative research
- They are able to distinguish qualitative and quantitative research data, to analyze them, to codify them and to process them with appropriate methods.
- Use appropriate data collection tools in qualitative and quantitative research in the humanities.
- Analyze qualitative and quantitative research data using the SPSS statistical processing program.
- Collaborate with their classmates to create and present a qualitative or quantitative research project.

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Autonomous work.

Project design and management.

Respect for diversity and multiculturalism.

Respect for the natural environment.

Demonstration of social,

professional and moral

responsibility and sensitivity to

Teamwork. Working in an international environment. Work in an interdisciplinary environment. Production of new research ideas.	gender issues. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking
<ul style="list-style-type: none"> • Autonomous work • Teamwork • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. COURSE CONTENT

1. Introduction to research methodology in the humanities
2. Qualitative research methods in the humanities
3. Quantitative research methods in the humanities
4. Means of collecting research data
5. Analysis of qualitative and quantitative data using the statistical processing program SPSS (Statistical Package for the Social Sciences).

4. TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project,	ACTIVITY	SEMESTER WORK
	Lectures	25
	Interactive teaching with practical exercises that focus on the application of different methodologies for the application of drama in education.	25
	Independent Study	25

creation λπ.		
The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	Writing an individual work focused on topics related to the elaboration of theatrical pedagogical programs in various spaces and bodies based on techniques of the dramatic art in education	25
	Course Total (25 hours of workload per credit unit)	100
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay, Public Presentation Others Explicitly defined assessment criteria and if and where are accessible to students are mentioned.	Writing and presenting individual research work. The writing of the paper receives 50% of the final grade and the presentation of the paper 50% of the final grade.	

5. RECOMMENDED BIBLIOGRAPHY

- Αθανασίου, Λ. (2007). *Μέθοδοι και τεχνικές έρευνας στις επιστήμες της αγωγής: Ποσοτικές και ποιοτικές προσεγγίσεις*. Ιωάννινα : Εφύρα.
- Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.
- Κατοής, Α. Σιδερίδης, Γ. Δ., & Εμβαλωτής, Α. (2011). *Στατιστικές μέθοδοι στις κοινωνικές επιστήμες*. Αθήνα: Τόπος.
- Schonmann, S. (2011). *Key concepts in theatre/drama education*. Boston: Sense Publishers.
- Anderson, M. (2012). *Masterclass in drama education: transforming teaching and learning*. New York, NY: Continuum International Pub. Group.
- Walter, M. (2013). *Social research methods*. South Melbourne: Victoria Oxford University Press.

COURSE DETAILS: A' SEMESTER

HEAD TEACHER: Alkistis Kontogianni - Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Asterios Tsiaras - Anna Lydaki - Antonis Lenakakis

4. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER		
MODULE CODE	DIE-105	SEMESTER OF STUDIES	1 ST
MODULE TITLE	Methods of evaluation / measurement of theatrical pedagogical / Drama Education programs in education and lifelong learning		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		6	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	Ελληνική		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	OXI		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS300/		

2. LEARNING OUTCOMES

Learning results

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.

Refer to Appendix A.

- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students to the basic forms of evaluation of theater-pedagogical programs.

Through the teaching of the course the postgraduate student will understand the forms of evaluation of theater-pedagogical programs with techniques of Dramatic Art in Education.

Finally, the aim of the course is the practical training of postgraduate students / three, in the preparation, implementation and evaluation of theater education programs.

Upon successful completion of the course students will be able to:

- They have understood the basic forms of evaluation of theater-pedagogical programs
- They have knowledge of the appropriate dramatic techniques for the evaluation of theater-pedagogical programs
- Able to design, implement and evaluate a theatrical program
- They use events to evaluate a theatrical pedagogical program
- Collaborate with their fellow students to evaluate a theatrical program.

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.

Decision making.

Autonomous work.

Teamwork.

Working in an international environment.

Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.

Respect for diversity and multiculturalism.

Respect for the natural environment.

Demonstration of social, professional and moral responsibility and sensitivity to gender issues.

Exercise criticism and self-criticism.

Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism

- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Preparation of Theater Pedagogical Programs based on the DIE
2. Applications of Theatrical Pedagogical Programs based on the DIE
3. Evaluation of the whole theatrical-pedagogical program with events
4. Evaluation of Theater Pedagogical Programs with DIE techniques

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching Method Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation λπ. The student study hours for each learning activity are indicated as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK
	Lectures	25
	Interactive teaching with practical exercises, focusing on the evaluation of Theater Pedagogical Programs with DIE techniques.	25
	Experiential dramatic art workshops focused on the preparation of Theater Pedagogical Programs	25
	Art workshops for the practice of students / three in creating an action environment for the organization of Theater Pedagogical Programs using techniques of dramatic art in education	25
	Independent Study	25
Writing an individual work	25	

	focused on topics related to the elaboration and evaluation of Theater Pedagogical Programs using techniques of dramatic art in education	
	Course Total (25 hours of workload per credit unit)	150
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others Explicitly defined assessment criteria and if and where are accessible to students.	Writing and presentation of individual work. The writing of the paper receives 50% of the final grade and the presentation of the paper 50% of the final grade.	

5. RECOMMENDED BIBLIOGRAPHY

- American Association of Colleges for Teacher Education (2004). *Teacher education programs in the United States: a guide*. Westport, CT: Praeger.
- Bresler, L. (2007). *International handbook of research in arts education*. Dordrecht, The Netherlands : Springer.
- Γκόβας, Ν. & Χώνιου, Χ. (2010). *Θεατροπαιδαγωγικά προγράμματα με τεχνικές Θεάτρου Φόρουμ για την πρόληψη και την κοινωνική ενσωμάτωση: Διαφυγές ... από κάθε εξάρτηση: Μικρές σκηνές καθημερινής βίας*. Αθήνα : Πανελλήνιο Δίκτυο για το Θέατρο στην Εκπαίδευση.
- Christ, W. G. (1994). *Assessing communication education: a handbook for media, speech, and theatre educators*. Hillsdale, N.J. : Erlbaum.
- Schonmann, S. (2011). *Key concepts in theatre/drama education*. Boston: Sense Publishers.

COURSE DETAILS:

A' SEMESTER

HEAD TEACHER: Asterios Tsiaras - Assistant Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Alkistis Kontogianni

1. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-106	SEMESTER	1 ST
MODULE TITLE	Drama in Education: Research Project I.		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		5	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS297/		

2. LEARNING OUTCOMES

<p>LEARNING RESULTS</p> <p>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p> <p>Refer to Appendix A.</p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
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• Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students in the various forms of research projects of pedagogical research with Dramatic Art as the main tool in education.

Through the teaching of the course the postgraduate student will understand the use of qualitative and quantitative research methods suitable for application in pedagogical research with the main tool Dramatic Art in education.

Finally, the aim of the course is the practical training of postgraduate students / three in methods of analysis of qualitative and quantitative data of pedagogical research with the main tool Dramatic Art in education.

Upon successful completion of the course students will be able to:

- They have understood the basic principles of drawing up a research plan of pedagogical research with the main tool the Dramatic Art in education.
- Are able to understand the use of qualitative and quantitative research methods suitable for application in pedagogical research with the Dramatic Art as the main tool in education
- Have knowledge of the methods of analysis of qualitative and quantitative data of pedagogical research with Dramatic Art in education as a key tool
- Use bibliographic research to extract information from various sources (Books, articles, websites)
- Plan a pilot study based on Dramatic Art in education
- Implement a research, based on Dramatic Art in an educational environment

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.
 Decision making.
 Autonomous work.
 Teamwork.
 Working in an international environment.
 Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.
 Respect for diversity and multiculturalism.
 Respect for the natural environment.
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues.
 Exercise criticism and self-criticism.
 Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism

- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Bibliographic research - indexing of information from various sources (Books, articles, websites)
2. Applied research - Educational research
3. Study, design, pilot research based on Dramatic Art in education
4. Application of research, based on Dramatic Art in an educational environment

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching Method Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation λπ. The student study hours for each learning activity are indicated as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK
	Lectures	25
	Interactive teaching with practice exercises focusing on study and design, pilot research based on Dramatic Art in education	25
	Elaboration of a project and practical application of research, based on Dramatic Art in an educational environment	25
	Independent Study	25
	Writing an individual work focused on the elaboration of a research project based on the dramatic art in education	25
	Course Total (25 hours of workload per credit unit)	125

<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students.</p>	<p>Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>
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5. RECOMMENDED BIBLIOGRAPHY

- Bordens, K. S., & Abbott, B. B. (2014). *Research design and methods: a process approach*. New York, NY: McGraw-Hill Education.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: choosing among five approaches*. Thousand Oaks, California: Sage Publications.
- Manion, L. & Morrison, K. (2008). *Μεθοδολογία εκπαιδευτικής έρευνας* (Μετ. Κυρανάκης Σταύρος). Αθήνα: Μεταίχμιο.
- Maxwell, J. A. (2013). *Qualitative research design: an interactive approach*. Thousand Oaks, California: Sage Publications
- Πουρκός, Μ. Α. και Δαφέρμος, Μ. (2010). *Ποιοτική έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, μεθοδολογικά και ηθικά ζητήματα*. Αθήνα: Τόπος.
- Salkind, N. J. (2002). *Handbook of research design and social measurement*. London: Sage.

B' SEMESTER

COURSE DETAILS:

B' SEMESTER

HEAD TEACHER: Vasiliki Barbousi - Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Alkistis Kontogianni, David Roger Pammenter, Rea Grigoriou, Francesco Moretti, Mary Kagiavi, Giannis Leontaris, Georgios Theodorou, Konstantinos Zamanis, Asterios Tsiaras, Antonia Vasilakou, Giotis Lambros, Antonios (Toni) Likouresis

1. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-201	SEMESTER	2nd
MODULE TITLE	Performing arts: Forms and genres		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		4	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS312/		

2. LEARNING OUTCOMES

Learning results The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the

- successful completion of the course.
Refer to Appendix A.
- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
 - Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
 - Summary Guide for writing Learning Outcomes

The didactic aim of the course is to introduce postgraduate students in the basic forms and types of performing arts.
Through the teaching of the course the postgraduate student will understand the differences of the techniques between different performing arts.
Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops in performing arts techniques.

Upon successful completion of the course students will be able to:

- Understand the basic forms and types of performing arts.
- Have understood the differences in techniques between different performing arts
- They use performing arts techniques in animating theatrical workshops
- They have developed appropriate expressive skills in theater, mime and dance
- They compose different theatrical techniques that draw on the Social Theater, the Theater of the Oppressed, the Theater of Invention and the Theater of Development
- Successfully handles theatrical objects, masks, scenographic materials and theatrical lighting devices

<p>General Abilities</p> <p>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?</p>	
<p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.</p> <p>Decision making.</p> <p>Autonomous work.</p> <p>Teamwork.</p> <p>Working in an international environment.</p> <p>Work in an interdisciplinary environment. Production of new research ideas.</p>	<p>Project design and management.</p> <p>Respect for diversity and multiculturalism.</p> <p>Respect for the natural environment.</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues.</p> <p>Exercise criticism and self-criticism.</p> <p>Promoting free, creative and inductive thinking</p>

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism

- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Teaching of Acting and Directing
2. Social Theater - Theater for Adult Education
3. Theater of the Oppressed, (Forum, Image)
4. Theater of invention, theater of development
5. Dance Didactics. The body & the space. Creative dance & improvisation, Pantomime, Dance Theater
6. Theatrical Objects, Masks
7. Scenography, Costume design, materials, applications in Education
8. Lighting, electronic design
9. Technology, multimedia, video art, education. applications

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching method Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Interactive teaching with practice exercises focusing on different forms of performing arts.	25
	Experiential workshops in different forms of visual arts	25
	Writing an individual work focused on topics related to the forms and types of performing arts	25
Course Total (25 hours of workload per	100	

	credit unit)
<p>STUDENT EVALUATION Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students.</p>	<p>Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>

5. RECOMMENDED BIBLIOGRAPHY

- Δαφιώτη , Α. (2010). *Το θέατρο στην εκπαίδευση: θεατρικές παραστάσεις και θεατρικό παιχνίδι*. Αθήνα : Διάπλαση.
- Γκόβας, Ν. (2004). *Το θέατρο και οι παραστατικές τέχνες στην εκπαίδευση: Δημιουργικότητα και μεταμορφώσεις, Πρακτικά της 4ης διεθνούς συνδιάσκεψης για το θέατρο στην εκπαίδευση*. Αθήνα: Πανελλήνιο Δίκτυο Εκπαιδευτικών για το Θέατρο για στην Εκπαίδευση.
- Hickey-Moody, A. (2013). *Youth, arts and education: reassembling subjectivity through affect*. London; New York: Routledge.
- Κοντογιάννη, Α. (2012). *Το αυτοσχέδιο θέατρο στο σχολείο: Προετοιμασία για δραματοποίηση*. Αθήνα: Πεδίο.
- McCarthy, K. F. (2001). *The Performing arts in a new era*. Santa Monica, CA: Rand
- McCutchen, B. P. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics.
- Shavinina, Larisa V. (2003). *The international handbook on innovation*. Amsterdam ; London: Pergamon.

COURSE DETAILS:

B SEMESTER

HEAD TEACHER: Alkistis Kontogianni - Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Panagiotis (Takis) Tzamargias, Telemachos Moudatsakis, Asterios Tsiaras, Panagiota (Penny) Fylaktaki, Dominiki Sandi, Nikolaos Govas,

Angeliki Kathariou, Rea-Argyro Karageorgioy Konstantinos Sfirikidis, Dimitra (Dio) Kagelari.

1. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-202	SENESTER	2 ND
MODULE TITLE	Performing arts and other arts		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		5	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS315/		

2. LEARNING OUTCOMES

<p>Learning results</p> <p>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p> <p>Refer to Appendix A.</p>

- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The didactic aim of the course is to introduce postgraduate students in the theoretical and practical correlation of the performing arts with other arts.

Through the teaching of the course the postgraduate student will understand the ways of connecting the performing arts with other arts.

Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theater workshops, in the composition of appropriate workshops for the association of the performing arts with other arts.

Upon successful completion of the course students will be able to:

- They have understood the basic principles of relating the performing arts to other arts
- They know how to connect the performing arts with other arts
- They are able to compose appropriate workshops for associating the performing arts with other arts
- Use the methodologies of applied pedagogy, educational drama and performing arts
- They have developed skills in storytelling and animating a doll
- Collaborate with their classmates to create and present a theatrical event based on documentary and other arts techniques

General Abilities

Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.

Decision making.

Autonomous work.

Teamwork.

Working in an international environment.

Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.

Respect for diversity and multiculturalism.

Respect for the natural environment.

Demonstration of social, professional and moral responsibility and sensitivity to gender issues.

Exercise criticism and self-criticism.

Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Applied Pedagogy, DIE & Performing Arts 2. DTE Exercises & Techniques in documentary and other arts 3. Music teaching, 4. Puppet theater 5. Object Theater 6. Storytelling 7. Popular events

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching Method Face to face, distance education, etc.	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Interactive teaching by combining techniques from the visual and other arts	25
	Elaboration of a project (project) on techniques of connecting the performing arts with the other arts	25
	Independent Study	25
	Writing an individual work focused on the correlation of methods and techniques from the visual and other arts	25
	Course Total (25 hours of workload per credit unit)	125
	STUDENT EVALUATION Description of the	Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the

<p>evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</p>	<p>presentation of the paper 30% of the final grade</p>
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5. RECOMMENDED BIBLIOGRAPHY

- Γκανά, Γ. (1998). *Δέκα δημιουργικά βήματα για μια σχολική παράσταση και έξι παραστάσεις με παιδιά σχολικής και προσχολικής ηλικίας*. Αθήνα: Καστανιώτης.
- Clark, G. (2004). *Teaching talented art students: principles and practices*. New York, N.Y.: Teachers College Press.
- Davies, D. (2011). *Philosophy of the performing arts*. Chichester, West Sussex ; Malden, MA : Wiley-Blackwell.
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- McCarthy, K. F. (2005). *A portrait of the visual arts: meeting the challenges of a new era*. Santa Monica, CA : RAND Corp.
- Royce, A. P. (2004). *Anthropology of the performing arts: artistry, virtuosity, and interpretation in a cross-cultural perspective*. Walnut Creek, CA: AltaMira Press.

COURSE OUTCOME B SEMESTER

HEAD TEACHER: Asterios Tsiaras - Assistant Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Angelos Gounaras, Stella Kaltsou, Alkistis Kontogianni, Antonis Daglidis, Asimina (Asi) Dimitroulopoulou, Konstantinos Vombolos, David Pammenter,

Asterios Tsiaras, Christina Zoniou, Paraskeui (Mairivi) Verikokou (Georgiadou), Sofia Aslanidou

2. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-203	SEMESTER	2 ND
MODULE TITLE	Arts Interconnection: Multi-event		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		6	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS313/		

2. LEARNING OUTCOMES

<p>Learning results The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p>
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<p>Refer to Appendix A.</p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide for writing Learning Outcomes 	
<p>The didactic goal of the course is to introduce postgraduate students to the ways of connecting the arts.</p> <p>Through the teaching of the course the postgraduate student will understand the interconnection of the arts and the creation of a multidisciplinary event.</p> <p>Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops in techniques of interconnection of arts and the creation of a multidisciplinary event.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • They have understood the ways of interconnecting the arts. • They have knowledge of the tools and construction techniques of the multi-event • Have developed appropriate skills in their body and voice to participate in a multifaceted event • They are able to organize and collaborate on a multifaceted event. 	
<p>General Abilities</p> <p>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?</p>	
<p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.</p> <p>Decision making.</p> <p>Autonomous work.</p> <p>Teamwork.</p> <p>Working in an international environment.</p> <p>Work in an interdisciplinary environment. Production of new research ideas.</p>	<p>Project design and management.</p> <p>Respect for diversity and multiculturalism.</p> <p>Respect for the natural environment.</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues.</p> <p>Exercise criticism and self-criticism.</p> <p>Promoting free, creative and inductive thinking</p>
<ul style="list-style-type: none"> • Autonomous work • Teamwork • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. COURSE CONTENT

1. Ways and techniques of interconnecting the arts

2. Ways and techniques of creating a multi-faceted event

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching method Face to face, distance education, etc.	In the classroom (Face to face)		
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class		
<p>TEACHING</p> <p>The way and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c .</p> <p>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	ACTIVITY	SEMESTER WORK LOAD	
	Lectures	25	
	Interactive teaching with practical exercises, focusing on the creation of a multifaceted event	25	
	Experiential workshops for the participation of the students / three of the MPS in a multifaceted event	25	
	Art workshops for the practice of students / three in the creation of a multi-faceted event	25	
	Independent Study	25	
	Writing an individual work focused on topics related to the creation of a multi-faceted event	25	
	Course Total (25 hours of workload per credit unit)	150	
	STUDENT EVALUATION Description of the evaluation process	Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade	
	Assessment Language, Assessment Methods, Formative or Concluding,		

<p>Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students.</p>	
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5. RECOMMENDED BIBLIOGRAPHY

- Marland, M. (2002). *Managing the arts in the curriculum*. Oxford: Heinemann Educational.
- Μουδατσάκης, Τ. Ε. (2005). *Το θέατρο ως πρακτική τέχνη στην εκπαίδευση: : από τον Stanislavky, τον Brecht και τον Grotowski στο σκηνικό δοκίμιο*. Αθήνα : Εξάντας.
- Piotrowski, J. (1996). *Expressive arts in the primary school*. London: Cassell.
- Pearson, M. (2009). *Using expressive arts to work with the mind, body and emotions: theory and practice*. London; Philadelphia : Jessica Kingsley Publishers.
- Halprin, D. (2003). *The expressive body in life, art, and therapy: working with movement, metaphor, and meaning*. London; Philadelphia, PA: Jessica Kingsley Publishers.
- Korza, P. (1989). *The arts festival work kit*. Amherst, Mass.: Arts Extension Service, Division of Continuing Education, University of Massachusetts at Amherst.

3. COURSE DETAILS:

4. B SEMESTER

5. **HEAD TEACHER:** Asterios Tsiaras, - Assistant Professor of DTS at the University of Peloponnese
6. **OTHER TEACHERS:** Stavros Tsakiris, Alexandros Psychoulis, Magdalini (Magda) Vitsou, Klio Fanouraki, Georgia (Tzortzina) Kakoudaki, Myrto Pigou-Repousi, Menandros Thenlis (Menis) Theodoridis, Anna Tsixli

7. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-204	SEMESTER	2 ND
MODULE TITLE	Spectacle Forms		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		4	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS314/		

2. LEARNING OUTCOMES

<p>Learning results</p> <p>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p> <p>Refer to Appendix A.</p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course according to the
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<p>Qualifications Framework of the European Higher Education Area</p> <ul style="list-style-type: none"> • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide for writing Learning Outcomes 	
<p>The didactic aim of the course is to introduce postgraduate students in the forms of entertainment in various fields.</p> <p>Through the teaching of the course the postgraduate student will understand the techniques of creating entertainment in different social contexts.</p> <p>Finally, the aim of the course is the practical training of postgraduate students / three, through experiential theatrical workshops in techniques of creating entertainment in different social contexts.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • They have understood the basic forms of entertainment in various places. • Have knowledge of the tools and techniques of creating entertainment in different social contexts • Cultivated appropriate skills in their body and voice to create spectacle in different social contexts • Able to organize and create collaborative events, performances, exhibitions in various venues • They are able to organize celebrations in different social contexts. 	
<p>General Abilities</p> <p>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?</p> <p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.</p> <p>Decision making.</p> <p>Autonomous work.</p> <p>Teamwork.</p> <p>Working in an international environment.</p> <p>Work in an interdisciplinary environment. Production of new research ideas.</p>	<p>project design and management.</p> <p>Respect for diversity and multiculturalism.</p> <p>Respect for the natural environment.</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues.</p> <p>Exercise criticism and self-criticism.</p> <p>Promoting free, creative and inductive thinking</p>
<ul style="list-style-type: none"> • Autonomous work • Teamwork • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. COURSE CONTENT

1. Alternative pedagogical festivals of performing arts
2. Celebrations-animations for business spaces
- 3 Presentation of events, performances, exhibitions

4. TEACHING AND LEARNING METHODS - EVALUATION

<p>Teaching method Face to face, distance education, etc..</p>	<p>In the classroom (Face to face)</p>	
<p>USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students</p>	<p>Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class</p>	
<p>TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	<p>ACTIVITY</p>	<p>SEMESTER WORK LOAD</p>
	<p>Lectures</p>	<p>25</p>
	<p>Interactive teaching with practical exercises in relation to the presentation of spectacle forms to the public.</p>	<p>25</p>
	<p>Experiential workshops for the participation of the students / three of the MPS in forms of spectacle in public.</p>	<p>25</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p>Writing an individual work focused on topics related to creating forms of spectacle in an audience</p>	<p>25</p>
<p>Course Total (25 hours of workload per credit unit)</p>	<p>100</p>	
<p>STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions,</p>	<p>Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>	

Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others Explicitly defined assessment criteria and if and where are accessible to students are mentioned.	
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5. RECOMMENDED BIBLIOGRAPHY

- Bryant, J., & Vorderer, P. (2006). *Psychology of entertainment*. Mahway, N.J.: Lawrence Erlbaum.
- Hughes, H. (2013). *Arts, Entertainment and Tourism*. Hoboken : Taylor and Francis.
- Καρακώστας, Σ. Α. (1993). *Θέαμα και παιδί. Σέρρες: Πλαίσιο*.
- Mackay, D. (2001). *The fantasy role-playing game: a new performing art*. Jefferson, N.C. ; London : McFarland.
- Pecora, N. O. (1998). *The business of children's entertainment*. New York: Guilford Press.
- Vivian, L. (1984). *The entertainment industry*. Melbourne: AE Press.

COURSE DETAILS:

A SEMESTER

HEAD TEACHER: Alkistis Kontogianni - Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Nikolaos Govas, Michalis Tombler, Avrokomi (Avra) Avdi, Christina Zoniou, George Nikolaou, Panagiotis (Takis) Melissinos, Stavroula

(Aura) Xepapadakou, Antonis Lenakakis, Alexandros Stanas, Vasiliki Sagioti,
Antonis Volanakis

8. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-205	SEMESTER	2 ND
MODULE TITLE	Cultural events in education and lifelong learning		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		6	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Specialty		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS316/		

2. LEARNING OUTCOMES

<p>Learning results The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p>
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<p>Refer to Appendix A.</p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide for writing Learning Outcomes 			
<p>The teaching goal of the course is to introduce postgraduate students to the basic forms of organizing cultural events in education and lifelong learning. Through the teaching of the course the postgraduate student will understand the ways and techniques for organizing cultural events in education and lifelong learning. Finally, the aim of the course is the practical training of postgraduate students, in the preparation and implementation of plans for the organization of cultural events in education and lifelong learning.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Have understood the basic forms of organizing cultural events in education and lifelong learning • Have knowledge of the tools and techniques of organizing cultural events in education and lifelong learning • Able to develop and implement plans for organizing cultural events in education and lifelong learning • Collaborate with their classmates to create and present a design with alternative forms of performances in the classroom 			
<p>General Abilities</p> <p>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?</p> <table border="0"> <tr> <td> <p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations. Decision making. Autonomous work. Teamwork. Working in an international environment. Work in an interdisciplinary environment. Production of new research ideas.</p> </td> <td> <p>Project design and management. Respect for diversity and multiculturalism. Respect for the natural environment. Demonstration of social, professional and moral responsibility and sensitivity to gender issues. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking</p> </td> </tr> </table>		<p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations. Decision making. Autonomous work. Teamwork. Working in an international environment. Work in an interdisciplinary environment. Production of new research ideas.</p>	<p>Project design and management. Respect for diversity and multiculturalism. Respect for the natural environment. Demonstration of social, professional and moral responsibility and sensitivity to gender issues. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking</p>
<p>Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations. Decision making. Autonomous work. Teamwork. Working in an international environment. Work in an interdisciplinary environment. Production of new research ideas.</p>	<p>Project design and management. Respect for diversity and multiculturalism. Respect for the natural environment. Demonstration of social, professional and moral responsibility and sensitivity to gender issues. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking</p>		
<ul style="list-style-type: none"> • Autonomous work • Teamwork • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking 			

3. COURSE CONTENT

- | |
|---|
| <p>1. Alternative forms of performances in the exhibition</p> <p>2. Alternative pedagogical celebrations of mixed media</p> |
|---|

4. TEACHING AND LEARNING METHODS - EVALUATION

<p>Teaching method Face to face, distance education, etc.</p>	In the classroom (Face to face)	
<p>USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students</p>	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
<p>TEACHING The way and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c</p> <p>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</p>	ACTIVITY	SEMESTER WORK
	Lectures	25
	Interactive teaching with practical exercises, in the creation of cultural events with mixed artistic means	25
	Experiential workshops for students / three to participate in cultural events with mixed artistic means	25
	Art workshops for the training of students / three in the organization of cultural events with mixed artistic means	25
	Independent Study	25
	Writing an individual work focused on topics related to the creation of cultural events with mixed artistic means	25
	150	
	<p>Course Total (25 hours of workload per credit unit)</p>	
<p>STUDENT EVALUATION Description of the evaluation process</p>	Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade	

<p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students.</p>	
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5. RECOMMENDED BIBLIOGRAPHY

Baum, T. (2009). *People and work in events and conventions: A research perspective*. Cambridge, MA: CABI.

Γραμματάς, Θ. και Τζαμαργιάς, Τ. (2004). *Πολιτιστικές εκδηλώσεις στο σχολείο : Πρωτοβάθμια - δευτεροβάθμια εκπαίδευση*. Αθήνα: Ατραπός.

Devillar, R. A., Faltis, C. J., & Cummins, J. P. (1994). *Cultural diversity in schools: from rhetoric to practice*. Albany : State University of New York Press.

Egan-Robertson , A., Bloome, D. & Καραλή, Μ. (2003). *Γλώσσα και πολιτισμός: οι μαθητές/-τριες ως ερευνητές /-τριες*. Αθήνα : Μεταίχμιο.

Du Cros, H., & Jolliffe, L. (2014). *The arts and events*. New York: Routledge.

Leong, S., & Leung, B. W. (2013). *Creative arts in education and culture: perspectives from Greater China*. Dordrecht: Springer.

Manning, K. (2000). *Rituals, ceremonies, and cultural meaning in higher education*. Westport, Conn. ; London : Bergin & Garvey.

DETAILS OF SECOND SEMESTER COURSES

HEAD TEACHER: Alkistis Kontogianni, Professor of DTS at the University of Peloponnese

OTHER TEACHERS: Asterios Tsiaras, Theodora Papaioannou, Eleni Papalexidou

8. COURSE OUTCOME

1. GENERAL

FACULTY	FINE ARTS		
DEPARTMENT	THEATRE STUDIES		
LEVEL OF STUDY	MASTER DEGREE		
MODULE CODE	DIE-206	SEMESTER	2 ND
MODULE TITLE	Dramatic Art in Education: Research Project II		
INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.	WEEKLY TEACHING HOURS	CREDIT UNITS	
Lectures and laboratory exercises		5	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.			
COURSE TYPE General Background, Special Background, Specialty	Special Background		
PREREQUISITE COURSES:	---		
LANGUAGE OF TEACHING AND EXAMS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE SITE (URL)	https://eclass.uop.gr/courses/TS317/		

2. LEARNING OUTCOMES

<p>Learning results</p> <p>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</p> <p>Refer to Appendix A.</p>
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- Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Summary Guide for writing Learning Outcomes

The didactic goal of the course is to introduce postgraduate students to the methods of drawing up a research plan for exploring the Dramatic Art in education.

Through the teaching of the course the postgraduate student will understand the use of techniques suitable for the elaboration of a research plan for the exploration of Dramatic art in education.

Finally, the aim of the course is the practical training of postgraduate students / three in methods of data analysis of pedagogical research with the main tool Dramatic Art in education.

Upon successful completion of the course students will be able to:

- Have understood the basic principles of drawing up a research project to explore the influence of Dramatic art on education.
- Are able to understand the use of appropriate techniques to develop a research plan to explore the value of Dramatic art in education
- They have knowledge of the methods of analysis of the data of the pedagogical research with the main tool the Dramatic Art in education
- Design research programs based on the dramatic art in education
- Possess the basic skills of writing a research study
- Possess the basic skills of presenting a research study

General Abilities

Taking into **account** the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is the course aimed at?

Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations.
 Decision making.
 Autonomous work.
 Teamwork.
 Working in an international environment.
 Work in an interdisciplinary environment. Production of new research ideas.

Project design and management.
 Respect for diversity and multiculturalism.
 Respect for the natural environment.
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues.
 Exercise criticism and self-criticism.
 Promoting free, creative and inductive thinking

- Autonomous work
- Teamwork
- Exercise criticism and self-criticism

- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. DIE Research Programs worldwide
2. Design of research program of DIE and other arts
3. Writing a research study
4. Presentation of a research study

4. TEACHING AND LEARNING METHODS - EVALUATION

Teaching method Face to face, distance education, etc..	In the classroom (Face to face)	
USE OF TECHNOLOGIES INFORMATION AND COMMUNICATIONS Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching (Power point-Video) Learning process support through the electronic platform e-class	
TEACHING The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Practice (Placement), Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Study work, project, creation e.t.c The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.	ACTIVITY	SEMESTER WORK LOAD
	Lectures	25
	Interactive teaching with practical exercises in the analysis and codification of qualitative and quantitative data from the implementation of research programs of DIE and other arts	25
	Preparation of a study (project) in research programs of DIE and other arts	25
	Independent Study	25
	Writing an individual work focused on the elaboration of a research plan and the implementation of research programs of DTE and other arts	25
	Course Total (25 hours of workload per	125

	credit unit)
<p>STUDENT EVALUATION Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Reporting, Oral Exam, Public Presentation, Essay Others</p> <p>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</p>	<p>Writing and presentation of individual work. The writing of the paper receives 70% of the final grade and the presentation of the paper 30% of the final grade</p>

5. RECOMMENDED BIBLIOGRAPHY

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