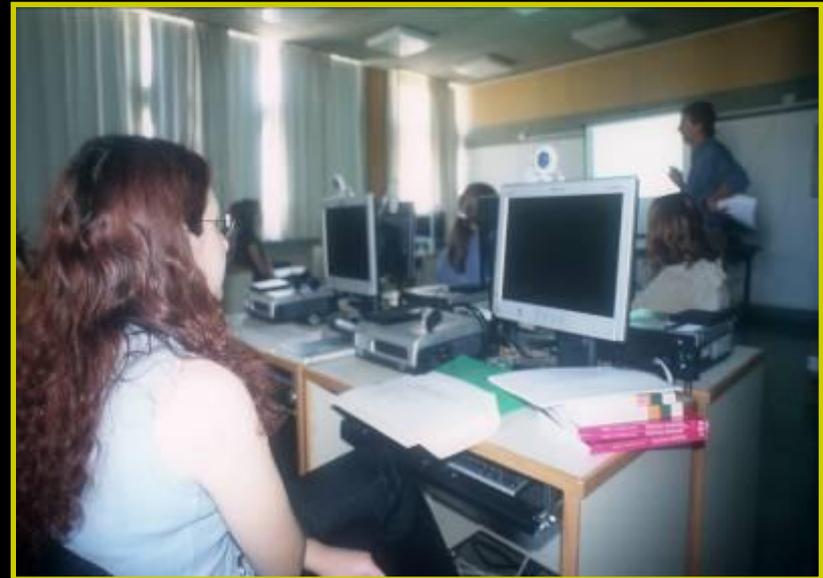


NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
SCHOOL OF PHILOSOPHY
FACULTY OF ENGLISH STUDIES



THE PEDYAS PROJECT

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
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THE PEDYAS PROJECT

Design and implementation committee

- Project Director: Prof. Bessie Dendrinou
- Responsible for curriculum reform implementation:
 - Assoc. Prof. Maro Germanou
 - Assoc. Prof. Eleni Haviara-Kehaidou
- Responsible for the new Faculty portal and the SAL Centre
 - Asst. Prof. Bessie Mitsikopoulou

What is PEDYAS?

- PEDYAS is an acronym translated into English as *Programme for the Reform, Expansion and Support of English Studies*
- Its funding comes from the *Operational Programme for Education and Initial Vocational Training II*, Action 2: 'Reform of Undergraduate Programmes of Study at Universities'
- All projects in this category receive funding, of which 80% comes from the European Social Fund, and 20% from state

When did it begin?

- Initial funding of the project began in 2003
- It was supplemented in 2006 and 2007, after the project was audited and evaluated positively by the Ministry of National Education and Religious Affairs
- Throughout its implementation, the project has been internally evaluated
- As it is coming to an end, in 2008, it will also be evaluated externally by three distinguished academics

What major subprojects were carried out?

- Curriculum reform: A new curriculum was developed, adopted and implemented in 2004, and it is available in English and Greek through the Faculty's website.
- The Faculty's webpage was built and designed professionally.
- By 2007, a portal (to be visited at www.enl.uoa.gr) was developed. It has various microsites to serve students, staff and alumni, to promote the work of the Faculty in Greece and abroad.
- A Self-Access Learning (SAL) Centre for our undergraduate students was created, equipped and staffed. It is now fully operational on weekdays, 9.00-18.00. The SAL Centre has a microsite to be visited at <http://enl.uoa.gr/centre>.

Main elements in the reformed curriculum

- The new programme has been organized in two levels:
 - Basic Studies
 - Specialized Studies
- Each level contains courses which fall into disciplinary 'clusters' providing students with specialized interdisciplinary knowledge
- New areas of study and programmes have been introduced progressively, based on internal evaluation of the programme of studies
- Interim evaluation was carried out each year by each Department of the Faculty, based on staff and students assessment

Main elements in the reformed curriculum

The Basic Studies Programme

- Introduces students to the mainstream areas of English Studies and also offers insights into Greek Language and Literature Studies
- Provides them with introductory knowledge and skills required for the Specialized Studies programme, offering advanced courses and making greater demands on students to think for themselves and work on their own.
- Offers the opportunity for 8 courses in Greek from other Faculties of the School of Philosophy and allows them during their specialized studies to focus exclusively on English Studies and to major either in linguistics or literature

Main elements in the reformed curriculum (continued)

- During the **Basic Studies** programme, students must take 20 courses organized in the following disciplinary clusters:
 - *English Language Studies*
 - *Introduction to Linguistics*
 - *Introduction to Anglophone Literature and Culture*
 - *Introduction to Greek Literature and European Culture*
 - *Education and Pedagogy*
 - *Psychology and Education*
- The new Basic Studies curriculum
 - shifts emphasis from the study of language as a system to the development of students' academic literacy and language proficiency
 - shifts emphasis from the traditional survey courses to those which introduce the three genres of literature

Main elements in the reformed curriculum (continued)

The Specialized Studies Programme

- Includes core and elective courses that provide students with specialized knowledge in the field they are majoring in
- Offers the opportunity for pre-service teacher education
- Organized in 10 disciplinary clusters
 - 5 are offered by the Department of Language and Linguistics
 - 4 by the Department of Literature and Culture
 - 1 is interdepartmental
- The interdepartmental cluster, linked with the Gender Studies Programme of the UOA, entitled 'Discourse and Gender', aims to motivate students to think critically about gender related issues through an interdisciplinary perspective

Main elements in the reformed curriculum (continued)

For its Specialized Studies Programme

- The Department of **Language and Linguistics** now offers the following course clusters:
 - *Translation: Theory and Practical Applications*
 - *Linguistic Theory: Levels of Language Analysis*
 - *Interdisciplinary Study of Language*
 - *Theories of Language and Language Study*
 - *Foreign Language Teaching and Learning with emphasis on TEFL*
- It has also introduced the following innovative features:
 - A Pre-service EFL Teacher Education and Training Programme
 - A programme meant to prepare students on how to compose a research paper in English
 - New courses preparing students for our recently developed postgraduate programmes

Main elements in the reformed curriculum (continued)

For its Specialized Studies Programme

- The Department of Literature and Culture now offers the following course *clusters*:
 - *Literary Theory and Criticism*
 - *English Literature from the 14th to the 18th century*
 - *Literary Movements*
 - *The Study of Culture*
- It also includes the following innovative features:
 - Courses on Anglophone literature and culture of which some focus on Irish, Canadian, and Australian literature and on literature of the Caribbean
 - Elective courses on Literary Theory and Culture
 - Courses focusing on film and literature
 - A course on research methodology and academic writing
 - A programme on Creative Writing

Complementary actions

In carrying out complementary actions, the following aims have been achieved:

- Teaching and learning approaches with the support of ICT have been introduced to support students and staff in their work (student and staff seminars are offered on a regular basis)
- It has been possible for course instructors to produce extra educational materials to facilitate teaching and learning
- Published students' creative work (e.g., the *A-FORMES* and *MORFES-A* creative writing periodical) on an annual basis
- Planned and created two academic e-journals

More... complementary actions

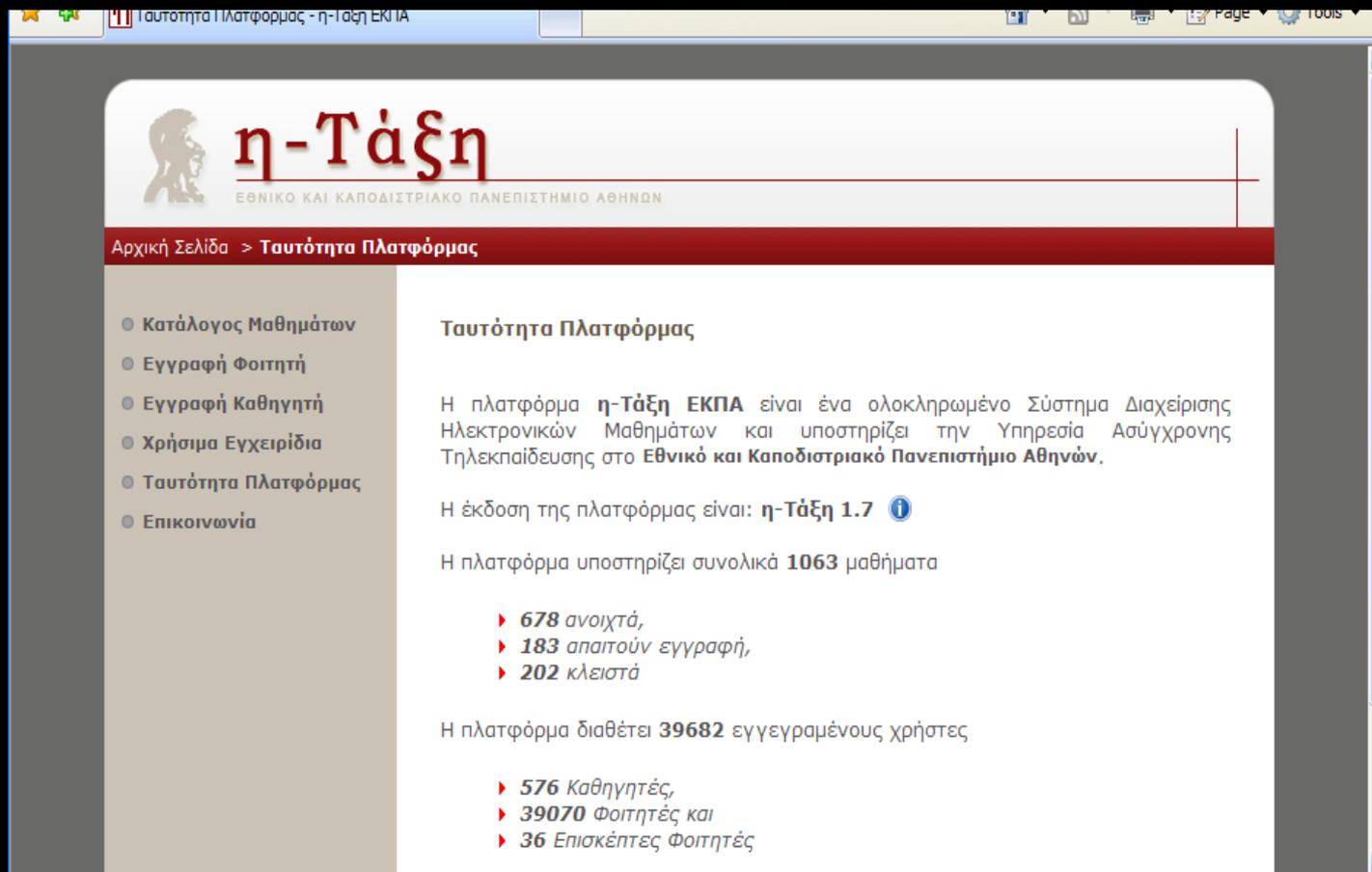
- Minimized the practice of relying exclusively on student assessment through formal, final examinations (multiple means of student assessment was promoted)
- Human resources were provided to assist course instructors, to offer tutorials and help with the evaluation of assignments and project work
- Helped to decrease the number of lecture classes and increase the number of seminars and/or workshops, so as to allow the exchange of ideas and discussion

More... complementary actions

- Offered support to develop students'
 - academic literacy (developed a programme for academic English)
 - social literacy (developed a programme dealing with different media genres in English)
- Offered remedial language training to students entering the Faculty with a low level of English
 - Through workshops with assisted teaching
 - Through self study materials and special seminars
 - Through self access e-learning

More... complementary actions

Developed e-classes for 14 courses



The screenshot shows the website for η-Τάξη ΕΚΠΑ. The header includes the logo and the text "ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ". The main navigation bar contains "Αρχική Σελίδα" and "Ταυτότητα Πλατφόρμας". A sidebar on the left lists various menu items. The main content area is titled "Ταυτότητα Πλατφόρμας" and provides detailed information about the platform's capabilities, version, and user statistics.

η-Τάξη
ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ

Αρχική Σελίδα > Ταυτότητα Πλατφόρμας

- Κατάλογος Μαθημάτων
- Εγγραφή Φοιτητή
- Εγγραφή Καθηγητή
- Χρήσιμα Εγχειρίδια
- Ταυτότητα Πλατφόρμας
- Επικοινωνία

Ταυτότητα Πλατφόρμας

Η πλατφόρμα **η-Τάξη ΕΚΠΑ** είναι ένα ολοκληρωμένο Σύστημα Διαχείρισης Ηλεκτρονικών Μαθημάτων και υποστηρίζει την Υπηρεσία Ασύγχρονης Τηλεκπαίδευσης στο **Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών**.

Η έκδοση της πλατφόρμας είναι: **η-Τάξη 1.7** ⓘ

Η πλατφόρμα υποστηρίζει συνολικά **1063** μαθήματα

- ▶ **678** ανοιχτά,
- ▶ **183** απαιτούν εγγραφή,
- ▶ **202** κλειστά

Η πλατφόρμα διαθέτει **39682** εγγεγραμένους χρήστες

- ▶ **576** Καθηγητές,
- ▶ **39070** Φοιτητές και
- ▶ **36** Επισκέπτες Φοιτητές

More... complementary actions

- The E-class
 - is used as a support mechanism for regular contact classes
 - contains syllabi, worksheets, extra reading material
 - provides opportunities for distance dialogue between students and between student and instructor
 - provides opportunities for video conferencing, and on- or off-line lectures (from Greece or abroad)
- Other opportunities that the e-class platform provides are to be explored further in the future

More... complementary actions

- Developed the Pre-service Teacher Education Programme so that now:
 - All third year students of the Faculty take core courses that offer them the basic knowledge and skills for the teaching of foreign languages –English in particular
 - Those particularly interested in the TEFL profession have the opportunity to also take elective courses in the field during their third and fourth years of studies
 - Future professionals in the field:
 - Attend workshops providing specialized knowledge of their choice
 - Do practice teaching in schools with trained Mentors
 - Develop their professional portfolios

More... complementary actions

- Have created opportunities for students to take elective courses in courses for new citizenry by other Faculties of the UOA focusing on gender
- Hosted important scholars and writers for lectures, workshops and seminars
- Have DVD-recorded special lectures and events, enriching the Self-Access Learning Centre library
- Created a framework making it increasingly possible for our Faculty of to collaborate with other academic and research units for innovative projects, such as a virtual curricula

More... complementary actions

- Enriched the library with many new titles
- Equipped the Faculty with hardware
- Purchased software computer programmes (e.g., corpora such as the ICAME collection and the British National Corpus) and educational materials in electronic form (e.g., Course in Philosophy and Culture entitled 'Teaching that engages the mind')
- To provide secretarial and technical support to the teaching and library staff of the Faculty.
- Provided secretarial and technical support to the teaching and library staff of the Faculty
- About 15 courses this academic year are supported by additional teaching staff, funded through the programme

The Faculty on the www

The Faculty website <http://www.enl.uoa.gr/>

- Built and designed by professionals, it contains information in Greek and English, prepared under the guidance and direction of Dr Bessie Mitsikopoulou, with the assistance of Prof. Mary Sifianou and Dr Ch. Dokou
- The website contains information about the Faculty:
 - Aims and staff
 - Programmes of undergraduate and postgraduate study
 - Facilities and services
 - Research projects and action
 - Academic collaborations
 - Important links
- In 2007-08 a number of new applications and website services were put into operation

The Faculty on the www

New website services

- Connection to e-Secretariat (<http://my-studies.uoa.gr>) through which Faculty students connect to view their grades and to register for classes
- Online archive with conferences, lectures and events organized by the Faculty
- A first year student guide was prepared with useful information for the newcomers to the Faculty (It includes several useful links to maps, routes of various bus lines, application forms, information for extracurricular activities)
- Faculty announcements appear on the website through a user-friendly application handled by secretarial staff and faculty (through this, students have the opportunity to receive announcements, as soon as they are uploaded)

The Faculty on the www

Among the new website services

- A list of books published by faculty was added to the *Publication* category in Greek and English
- New specialized microsites have been created for:
 - the Centre of Self-Access Learning and Materials Development with a variety of e-learning tasks
 - the Research Centre for English Language Teaching and Testing
 - the two online journals
 - *Synthesis* (our new Literature and Culture refereed academic journal)
 - *Directions*, a journal linked to the RCEL aimed at presenting research findings in language teaching and testing
- The Faculty portal has recently been visited by 80.000 people from all over the world

The Faculty on the www

In the immediate future, the Faculty portal plans to create

- To create a new microsite for American poetry
- To develop an interactive microsite for the Pre-service Teacher Education Programme
- To enrich the SAL Centre microsite with e-learning applications and materials
- To RCEL website
- To create space for alumni subscription

THE CENTRE FOR SELF-ACCESS LEARNING

- The SAL Centre was created in 2004 and progressively equipped with the following facilities:
 - 25 networked multimedia computers with fast internet connection
 - 40 headsets with microphones
 - CD-cassette player, 29inch TV (soon with satellite connection)
 - laser and coloured inkjet printers, scanner, external CD-writer, photocopier, video player and video projector
 - 1 multi-machine

THE CENTRE FOR SELF-ACCESS LEARNING

- The SAL Centre was created in 2004 and by 2006 it was fully equipped
- Presently, it serves the Faculty in several ways, given the adverse conditions obliging us to cope with:
 - an increasing number of incoming students per year
 - a poor teacher-student ratio and therefore inability to provide language instruction and practice with small groups of students
 - inability to cope with individual learning needs
 - inability to enhance students' ICT skills for academic study and research

THE SAL CENTRE (continued)

- For the time being, the Centre is used primarily by all those who do not have access to computers at home, to do their work, to study and make personal use (emails, etc.)
 - Students of the Faculty
 - Students from other Departments and Faculties (if space is available)
 - Visiting students
- The Centre is also used for ICT seminars for students and occasionally for staff

THE SAL CENTRE (continued)

- In line with recent literature on self-access learning approaches studies, the director of the subproject for the SAL Centre (Dr B. Mitsikopoulou) has adopted an integrative model for the Centre aiming:
 - to encourage autonomous work and to prepare students to become independent learners, a prerequisite for continuous, life-long education in today's learning society
 - to promote continuous self-evaluation by enhancing students' critical abilities and reflective skills
 - to provide opportunities for all students to develop digital academic research skills
 - to provide a physical space in which students will have access to a computer and the Internet

THE SAL CENTRE (continued)

- In the Centre, students have access to the Internet and to on- and off-line study materials for language development, academic literacy skills and for various other courses
- Students also visit the Centre to:
 - work on self-study worksheets for academic English and for a variety of literature and linguistics courses
 - use multimedia programmes to enhance their English language proficiency
 - watch multimedia programmes on translation
 - watch DVDs with academic lectures
 - work online on language activities and worksheets from the Centre's microsite
 - explore the list of websites/links available in the webpage of the Centre

THE SAL CENTRE (continued)

- Students also use the available computers in order to:
 - prepare research papers and assignments for the various courses
 - search for bibliographical references through the Internet
 - access on-line services of the University of Athens (e.g., e-class, e-library, etc.)
 - attend Web tutorials and other ICT seminars offered by the Centre throughout the academic year.

THE SAL CENTRE (continued)

- As the *Centre for Self-Access Learning and Materials Development* is growing, in the future, it aims :
 - to develop multimedia (on-line and off-line materials) for academic English in order to provide individualized instruction of the English language at an advanced level
 - to develop multimedia educational materials for various courses in the curriculum
 - to encourage the use of existing e-learning opportunities, such as e-class, the platform of asynchronous e-learning of the UOA
 - to collaborate with other Centres and research labs with similar aims
 - engage senior undergraduates in the preparation of self-study educational materials
 - participate in funded projects for the development of self-study and remedial self-directed learning

THE SAL CENTRE (continued)

- The SAL Centre has a microsite organised as follows:
 - **About us** (information on the Centre's aims, location, working days and hours, rules and regulations, facilities and materials)
 - **Lectures** with short descriptions of 250 available academic lectures on DVDs
 - **Online Resources** an annotated list of 200 webpages organized in clear categories
 - **Worksheets** with a number of activities on a specific theme (e.g. how to use dictionaries and thesauri)
 - **Language Activities** on vocabulary, reading, grammar and language quizzes
 - **Meta-Fraseis Project** connection to a multimedia educational programme on translation developed by Prof. M. Sidiropoulou
 - **News**
 - **Contact us**
 - **Frequently Asked Questions**

THE SAL CENTRE (continued)

- Because of funding at the moment, the SAL Centre is staffed with 1 computer and 2 informatics specialists
- It is open from 9.00 to 18.00 on weekdays
- URL: <http://www.enl.uoa.gr/centre>
- E-mail address is centre@enl.uoa.gr

- Visit us at www.enl.uoa.gr and help our portal become even richer



ΕΛΛΑΔΑ
2008
Ανάπτυξη πανετού. Ανάπτυξη για όλους.

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ ΕΠΕΑΕΚ
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ΣΥΓΧΡΗΜΑΤΟΔΟΤΗΣΗ
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ΕΥΡΩΠΑΪΚΟ ΤΑΜΕΙΟ ΠΕΡΙΦΕΡΕΙΑΚΗΣ ΑΝΑΠΤΥΞΗΣ



Η ΠΑΙΔΕΙΑ ΣΤΗΝ ΚΟΡΥΦΗ
Επιχειρησιακό Πρόγραμμα
Εκπαίδευσης και Αρχικής
Επαγγελματικής Κατάρτισης