

Module Layout

ΣΔΜ621/Critical Reflection in Adult Learning and Education

Faculty	ΣΑΚΕ	Faculty of Humanities and Social Sciences	
Programme of Study	ΣΔΜΙΙ	Continuing Education and Lifelong Learning II	
Module	ΣΔΜ621	Critical Reflection in Adult Learning and Education	
Level of Study	Undergraduate		Graduate
		Master X	Doctoral
Language of Instruction	Greek		
Mode of Delivery	Distance		
Module Type	Required		Electives
			X
Number of Group Consulting Meetings	Total	Physical Presence	Online
	5	-	5
Number of Assignments	2		
Final Grade Calculation	Assignments	Weekly Activities	Final Exam
	40%	10%	50%
Number of European Credit Transfer System (ECTS)	15		

Module Description

The Module aims to familiarize students with the different meanings of the concept of critical reflection and the challenges that arise from its applications in adult educational practice. The weekly units initially map the theoretical discussions on critical reflection by mainly drawing from texts and authors whose work directly relates to adult education. The Module attempts to encourage a comparative analysis of the basic approaches to critical reflection, emphasizing how the "critical" dimension of reflection is defined in the context of diverse theoretical traditions, based on distinct epistemologies, hypotheses, values, concepts, methods and areas of concern. In the context of this comparative analysis, the discussion opens to other approaches, perspectives and concepts that help us to broaden the theoretical discussion on critical reflection, such as the role of the emotions, the importance of narrative learning, and the challenges posed by cultural differences and gender hierarchies.

Subsequently, the Module examines in depth the grounding of these theoretical discussions in the field of adult education and in other professional contexts. The analysis of the relation between theory and practice and the challenges arising from it, focuses on issues related to contemporary educational practices, such as the transformation of the role of the educator, the re-evaluation of the relations between adult educators and learners, the utilization of appropriate pedagogical techniques for promoting critically reflective educational practices, but also the application of critical reflection to the development of human resources in learning organizations, as well as the obstacles that can arise in all these cases.

By the end of the Module, students will have developed knowledge and understanding of critical reflection as a field of theoretical and political contestation, with an emphasis on adult education. Students will also be able to use this theoretical knowledge for instigating as well as evaluating applications of critical reflection in the educational process.

Pre-requisite Modules

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Co-requisite Modules

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Grading Scheme

Assessment Method	Percentage on Final Grade	Workload	
		Hours	ECTS
Weekly Interactive Activities	10%	275-330	11
Assignment 1	20%	50-60	2
Assignment2	20%	50-60	2
Final/Repeat Examination	50%	3	-
Total	100%	375-450	15

Grading Rules and Assessment methods

- Students are evaluated with 9, if they earn 90% of the possible grade, i.e. $90\% \cdot 10 = 9$, etc.
- Passing rate
 - 50% of the Assignments
 - 50% of the Interactive Activities
 - Students are allowed to participate in the final exam of a Module if they have overall earned the minimum grade ($\geq 50\%$) in both their Assignments and Interactive Activities
 - 50% of the Final exam

If a student earns a grade with decimal points, then it is rounded to the nearest half unit.