

10th International Conference on New Findings in Humanities and Social Sciences



27 - 29 March, 2024
Oxford, The United Kingdom

The anthropocentric role of the teacher in secondary education in Greece

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Abstract

The purpose of secondary education should be human - centred. However, although the purpose of secondary education should by law contribute to the cultivation of students' intellectual and psychophysical skills this is not being achieved. The school today, due to various factors, serves principles that do not support its human-centred dimension. The teaching role of the teacher is one of the components of this phenomenon. In an open and distance education system, the role of the teacher is defined as, among other things, his/her advisory role to promote the autonomy of the student. In an open and distance education system, the role of the teacher is defined as, among others, his/her advisory role to promote the autonomy of the student. In open and distance education, the teacher becomes a facilitator of learning, emphasizing the way in which they can communicate with students to meet their needs as they arise from their active involvement in the learning process. The purpose of this paper is to examine - through a literature review - how the role of the teacher in open and distance education can contribute to the formation of a school in Greece with a human-centred dimension. The most important findings of our research show that the advisory role of the teacher, when properly served, brings out the autonomy of students and contributes to the active role of students in their learning process and, by extension, in their learning, while fostering pleasant feelings about their involvement in it.

Keywords: people – centred dimension, teacher’s role, aim of education, open education, distance education