

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	dey015e	SEMESTER	E (WINTER)
COURSE TITLE	SCHOOL PRACTICE I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialisation Course combining teaching theory and practice. Special background, specialised general knowledge, skills development.		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1955		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to demonstrate knowledge and understanding in the field of teaching practice. Emphasis is given on the teaching exercises at primary schools of the area.</p> <p>The main aim of the course is to connect the theoretical knowledge acquired so far and the practical skills necessary to conduct the teaching practice. A compulsory part of the course involves attendance of teaching process in primary classes within a time frame of five weeks. Every week are held meetings with the students, where their class experience is discussed. In parallel to that, students are given guidelines on what to observe in the class during their next visit and are assisted in their planning concerning class attendance. At the end of their teaching exercises students are expected to submit a portfolio presenting their classwork.</p>
General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

3. SYLLABUS

General teaching principles
 Teaching methods – teaching strategies – teaching activities
 Teaching planning
 Use of multimedia in teaching
 Structural components of teaching
 Teaching and learning
 Scopes in education
 Interpersonal relations in classroom
 Project: planning and conducting
 School textbooks
 Concluding remarks

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students.														
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Teaching hours</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Practical Exercises</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Team work</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study hours</td> <td style="text-align: center;">28</td> </tr> <tr> <td>Other (Laboratory hours, software management)</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	Activity	Semester workload	Teaching hours	39	Practical Exercises	25	Team work	50	Study hours	28	Other (Laboratory hours, software management)	8	Course total	150
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written examination by the end of the semester (3 hrs.).														

5. ATTACHED BIBLIOGRAPHY

Main bibliography:

Γκότοβος, Αθ. (1990) *Επικοινωνία και κοινωνική μάθηση στο σχολείο*, Αθήνα: Gutenberg.
Τριλιανός, Α. (2013) *Μεθοδολογία της Διδασκαλίας*. Αθήνα: Μπαμπαλής.
Φλουρής, Γ. (2010) *Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης*. Αθήνα: Γρηγόρης.

Suggested reading:

Βρεττός, Ι., & Καψάλης, Α. (2014). *Αναλυτικά Προγράμματα: θεωρία, έρευνα και πράξη (ε' έκδοση)*. Αθήνα: Διάδραση.
Θεοφιλίδης, Χ., (1997) *Διαθεματική προσέγγιση της διδασκαλίας*, Αθήνα: Γρηγόρης.
Θεοφιλίδης, Χ., (1998) *Η τέχνη των ερωτήσεων*, Αθήνα: Γρηγόρης.
Ματσαγγούρας, Η., (1998) *Στρατηγικές διδασκαλίας. Η κριτική σκέψη στη διδακτική πράξη*, Αθήνα: Gutenberg.
Ματσαγγούρας, Η., (2000) *Η σχολική τάξη*, Αθήνα: Gutenberg.
Νημά, Ε. & Καψάλης, Α., (2002) *Σύγχρονη διδακτική*, Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.
Πηγιάκη, Π.,(1998) *Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας*, Αθήνα: Γρηγόρη.
Σαλβαράς, Γ., & Σαλβαρά, Μ. (2013). *Μοντέλα και Στρατηγικές Διδασκαλίας*. Αθήνα: Διάδραση.
Φύκαρης, Ι., (2009) *Σύγχρονες διαστάσεις του διδακτικού έργου και ρόλου του εκπαιδευτικού: Όρια και δυνατότητες*, Θεσσαλονίκη: Αφοι Κυριακίδη.
Χρυσοφίδης, Κ., (2000) *Βιωματική-επικοινωνιακή διδασκαλία*, Αθήνα: Gutenberg.