

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEE703	SEMESTER	7th (WINTER)
COURSE TITLE	Microteaching: improving teaching practices and reflection		
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
		3	5
<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>	Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to Erasmus students (in Greek)		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=2071		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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><u>Knowledge:</u> Students gain knowledge about...</p> <ul style="list-style-type: none"> • Teaching stages • Forms, methods and teaching techniques • Questioning • Evaluation forms and techniques <p>Skills of:</p> <ul style="list-style-type: none"> - Introduction - Explaining - Questioning - Demonstration - Reinforcement - Closure

- Stimulus variation
- Blackboard

Beliefs and Attitudes

- Reflection ability
- Develop confidence in student teachers
- Critical ability and ability to accept criticism

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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Others...

- Working independently
- Teamwork
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

Many of the things that teachers do are done as a matter of routine, however teachers are also required in parallel to engage in activities which are dictated by the special needs of their pupils and the conditions which exist from time to time. They are required to teach numerous pupils at the same time, to achieve multiple objectives; objectives which change depending on context. A basic condition for each teacher developing personal theory about teaching and utilising knowledge in practice and perceiving and managing the complexity of the teaching process, is ability to analyse the teaching process and to reflect on it. The ability to analyse teaching -reflection and contemplation- is to a large degree the result of systematic training. Consequently, the question arises of 'what processes and practices at teacher training level contribute to the development of reflective teachers?'. Various forms of field experience such as classroom teaching experience, microteaching techniques, workshops and case studies could contribute to achieving this.

In this course the student teacher will:

- Learn the basics through lectures and demonstration (via video lessons). Skills studied include communication, explanation, lecturing, engaging students, organization, illustrating lessons with examples and answering student questions.
- Plan a short lesson (20 minutes in length)

- Teach the lesson for her instructor and peer group
- Receives feedback from her instructor and peers
- Re-plan lesson

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face															
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of ICT (powerpoint, videos) • Use of academic databases and search engines for accessing relevant books and journal articles • Course website: http://ecourse.uoi.gr/course/view.php?id=386 • Electronic Communication with the students 															
<p>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></p> <p><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></p>	<table border="1"> <thead> <tr> <th data-bbox="630 835 960 869"><i>Activity</i></th> <th data-bbox="968 835 1311 869"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="630 869 960 902">Lectures</td> <td data-bbox="968 869 1311 902">9</td> </tr> <tr> <td data-bbox="630 902 960 936">Laboratory practice</td> <td data-bbox="968 902 1311 936">71</td> </tr> <tr> <td data-bbox="630 936 960 969">Study</td> <td data-bbox="968 936 1311 969">30</td> </tr> <tr> <td data-bbox="630 969 960 1003">Essay writing</td> <td data-bbox="968 969 1311 1003">12</td> </tr> <tr> <td data-bbox="630 1003 960 1037">Examinations</td> <td data-bbox="968 1003 1311 1037">3</td> </tr> <tr> <td data-bbox="630 1037 960 1093">Course total</td> <td data-bbox="968 1037 1311 1093">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	9	Laboratory practice	71	Study	30	Essay writing	12	Examinations	3	Course total	125
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Microteaching assessment (40%) • Essay/ report (30%) • Conclusive evaluation/ short-answer questions & open ended questions (30%) 															

(5) ATTACHED BIBLIOGRAPHY

ΒΑΣΙΚΑ ΕΓΧΕΙΡΙΔΙΑ (Από τον Εύδοξο):

Δημητριάδου, Κ. (2016). Νέοι προσανατολισμοί της διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις τους 21^{ου} αιώνα. Αθήνα: Gutenberg

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ΠΡΟΤΕΙΝΟΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ

Καψάλης, Γ. Α. & Βρεττός, Ε. Ι. (2002). Μικροδιδασκαλία και άσκηση διδακτικών δεξιοτήτων. Αθήνα: Ατραπός.

Κεδράκα, Κ. (2015). Η Μικροδιδασκαλία ως Εργαλείο Εκπαίδευσης των Βιοεπιστημόνων -Μελλοντικών Εκπαιδευτικών: Απόψεις των Φοιτητών του Τμήματος Μοριακής Βιολογίας και Γενετικής του Δημοκρίτειου Πανεπιστήμιου Θράκης. Στον χαριστήριο τόμο στον Ομότιμο Καθηγητή Δ. Χατζηδήμου: Μελετήματα και Ερωτήματα της Παιδαγωγικής Επιστήμης, (επιμ. Κ. Μπίκος και Ε. Ταρατόρη), 227 - 246. Θεσσαλονίκη: Αφοι Κυριακίδη ΕΚΔΟΣΕΙΣ Α.Ε.

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Ταρατόρη, Ε. (1991). Η εφαρμογή των Μικροδιδασκαλιών στην Εκπαίδευση των υποψηφίων εκπαιδευτικών, Σχολείο και Ζωή, 11, 379-384.

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