

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Education		
<b>ACADEMIC UNIT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	Bachelor		
<b>COURSE CODE</b>	ΔΕΕ714	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	Modern Teaching Approaches in Primary School		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, Working Groups, Discussion, Practical Exercises		3	5
Instructor: Filippou Evangelou			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge skills development		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/">http://ecourse.uoi.gr/</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <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> <i>Consult Appendix A</i> <ul style="list-style-type: none"><li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li><li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li><li>• <i>Guidelines for writing Learning Outcomes</i></li></ul>								
By the end of the course the students are expected to be able to: <ul style="list-style-type: none"><li>• Understand and apply alternative teaching techniques through experiential activities</li><li>• Identify the structural elements of a lesson</li><li>• Know and understand the possibilities of using teaching tools/aids</li><li>• Analyze and interpret the teacher’s role in selecting and utilizing teaching tools/aids</li><li>• Understand and apply Differentiated Instruction</li><li>• Understand and apply the project-based teaching method</li><li>• Adapt to differentiated situations within the teaching process</li><li>• Analyze and interpret the conditions for implementing modern teaching approaches that lead to reframed, student-centered teaching and pedagogical proposals</li><li>• Develop skills in designing, organizing, and implementing teaching scenarios using modern instructional approaches</li></ul>								
<b>General Competences</b> <i>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?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
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<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>							

<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Criticism and self-criticism</li> <li>• Project planning and management</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• The terms of “alternativeness” / “teaching variety and flexibility” and “student-centered approach” in teaching practice</li> <li>• Use of alternative teaching techniques in primary school (I)</li> <li>• Use of alternative teaching techniques in primary school (II)</li> <li>• Selection and use of teaching aids / educational tools in teaching practice: images, models, constructions, audiovisual media, ICT, worksheets, etc.</li> <li>• Differentiated Instruction as an alternative teaching approach (I)</li> <li>• Differentiated Instruction as an alternative teaching approach (II)</li> <li>• Project-based teaching method (I)</li> <li>• Types, stages, and levels of implementation of the project-based teaching method (II)</li> <li>• Differentiated instruction and project-based teaching method (III)</li> <li>• Teaching scenarios / Lesson design using modern instructional approaches</li> <li>• Teaching scenarios and student micro-teaching sessions (I)</li> <li>• Teaching scenarios and student micro-teaching sessions (II)</li> <li>• Summary of data</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b>  <i>Face-to-face, Distance learning, etc.</i></p>	<p>The main teaching and learning methods are:</p> <ul style="list-style-type: none"> <li>➤ Face-to-face teaching</li> <li>➤ Enriched lecture</li> <li>➤ Dialogical discussion in plenary and in working groups</li> <li>➤ Laboratory exercises</li> </ul> <p>At the same time, specific teaching and learning methods and techniques are used during instruction, such as:</p> <ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Concept mapping</li> <li>➤ Role-playing</li> <li>➤ Simulations</li> </ul> <p>Micro-exercises based on relevant examples (small-scale group activities conducted during class)</p> <p>It is worth noting that, in order to achieve the course objectives, both the characteristics, interests, and educational needs of the students and the principles of adult learning are taken into account.</p>
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>  <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-Information and Communication Technology (ICT) is used for presenting the course material. More specifically, in the course lectures, the Internet, PowerPoint presentations, multimedia and/or digital materials such as films, videos, audio recordings, podcasts, interactive simulations, etc. are utilized.</p> <p>-Use of the ecourse learning platform</p>

<p><b>TEACHING METHODS</b></p> <p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	Activity	Semester workload
	Lectures	21
	Practical Applications	20
	Literature study	20
	Development of teaching scenarios	22
	Practical Exercise	39
	Presentations of teaching scenarios	3
	Course total	125
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of evaluation: Greek</p> <p>Presentation of a practical assignment in the form of a teaching scenario.</p> <p>Specifically, student evaluation is distributed as follows:</p> <p>I) Evaluation of the teaching scenarios (70% of the final grade)</p> <p>The teaching scenarios submitted by the student, with the necessary bibliographic documentation, are evaluated according to predefined criteria.</p> <p>II) Evaluation of the presentation and implementation of the teaching scenarios through the micro-teaching technique (30% of the final grade)</p> <p>The final grade is derived from the above two (I and II) component evaluations (Presentation of a practical assignment in the form of a teaching scenario).</p>	

## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography in Greek:

Καλδή, Σ. & Κόνσολας, Μ. (2016). *Διδακτική μέθοδος project και διαθεματικότητα: Θεωρία, έρευνα και πράξη*. Αθήνα: Εκδόσεις Γρηγόρη.

Κουτρούμπα, Κ. (2021). *Εκπαιδευτικό έργο, σχολική μάθηση και διδακτική αποτελεσματικότητα*. Αθήνα: Διάδραση.

Κορρέ, Ε. (2021). *Διαφοροποιημένη Παιδαγωγική. Από τη θεωρία έως τη διδασκαλία*. Αθήνα: Εκδόσεις Άλκιμο.

Νικολακάκη, Μ. (επιμ.) (2023). *Πάολο Φρέιρε. Η Παιδαγωγική της Αυτονομίας*. Αθήνα: Διάδραση.

Παπαδημητρίου Σ., & Σοφός Α. (2022). Κριτική Ανάλυση των Οπτικοακουστικών Μέσων: Μεθοδολογίες και Καλές Πρακτικές. *Παιδαγωγικά ρεύματα στο Αιγαίο*, 12(1), 92-115.

Σιδηροπούλου, Ζ., Μπότσογλου, Κ., & Πολίτη Β. (2023). Fliperentiation: Η διαφοροποιημένη διδασκαλία στο πλαίσιο του μοντέλου της ανεστραμμένης τάξης. *Έρευνα στην Εκπαίδευση*, 12 (1), 37-56. <https://doi.org/10.12681/hjre.33385>

Τζίκα, Β. & Καλδή, Στ. (2016). Εφαρμογή της διαφοροποιημένης διδασκαλίας στο πλαίσιο της διδακτικής μεθόδου project. Στο Κ. Δ. Μαλαφάντης, Β. Παπαδοπούλου, Σ. Αυγητίδου, Γ. Ιορδανίδης, Ι. Μπέτσας (επιμ.), *Πρακτικά 9ου Πανελληνίου Συνεδρίου Ελληνικής Παιδαγωγικής και Εκπαιδευτικής Έρευνας* (σσ.1296 – 1290, τ. Β), Αθήνα: Εκδόσεις Διάδραση

Φύκαρης, Ι. (2016). *Όρια και δυνατότητες της σύγχρονης διδασκαλίας*. Θεσσαλονίκη: Εκδόσεις Κυριακίδη.

-Suggested bibliography in English:

Koutsoukos, M., Kiriatazou, K., Fragoulis, I. & Valkanos, E. (2021). The Significance of Adult Educators' Mentoring in the Application of Experiential and Participatory Teaching Techniques. *International Education Studies*, 14 (1), 46 – 51.

Linsensmeyer, M. (2021). Brief Activities: Questioning, Brainstorming, Think-Pair-Share, Jigsaw, and Clinical Case Discussions. In: Fornari, A., Poznanski, A. (eds) *How-to Guide for Active Learning*. IAMSE Manuals. Springer, Cham. [https://doi.org/10.1007/978-3-030-62916-8\\_5](https://doi.org/10.1007/978-3-030-62916-8_5)

Manesis, N. Chatzidaki, N. & Gialamas, M. (2022). Applying De Bono's six thinking hats for anti-bullying program. *Journal of Education and Learning (EduLearn)*, 16 (4), 440 – 447.

Papanthymou, A., & Darra, M. (2023). Investigating the Relationship between Primary School Teachers' Knowledge of Differentiated Instruction and the Frequency of its Implementation to Students with Learning Difficulties. *International Research in Education*, 11 (1), 42 – 65.