

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION STUDIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΔΕΥ014	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	Introduction to Teaching Methodology		
<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		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>			
<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/course/view.php?id=1241">http://ecourse.uoi.gr/course/view.php?id=1241</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>		
<p>By the end of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• understand basic concepts of instructional methods</li> <li>• understand the complex role of the teacher</li> <li>• plan teaching lessons</li> <li>• identify factors that shape teaching</li> </ul>		
<p><b>General Competences</b></p> <p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                 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             </td> <td style="width: 50%; border: none;">                 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             </td> </tr> </table>	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	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
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<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	..... <i>Others...</i> .....
Apply knowledge in practice Decision-making Working independently Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking Project planning and management	

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>● Evolution of Didactics</li> <li>● Basic concepts (Teaching- Apprenticeship- Learning)</li> <li>● Reflective practice</li> <li>● Forms of Instruction</li> <li>● Conceptual Analysis of teaching</li> <li>● Teaching Strategies</li> <li>● Aims and Objectives of Teaching</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching																								
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the ICT in teaching, Use asynchronous learning system, e-course.																								
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">(3x13)=39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">53</td> </tr> <tr> <td>Teaching practice</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	(3x13)=39	Study and analysis of bibliography	53	Teaching practice	30			Examination	3											Course total	125
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams Optional public presentation whose grade is added to the grade of the written exams																								

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## (5) ATTACHED BIBLIOGRAPHY

Suggested bibliography in Greek:

Ματσαγγούρας, Η. (2019). *Θεωρία και πράξη της διδασκαλίας*. Αθήνα, Gutenberg

Τριλιανός, Θ. (2013). *Μεθοδολογία της διδασκαλίας*. Αθήνα, Διάδραση

Bartlett, S., & Burton, D. (2019). *Εισαγωγή στις επιστήμες της Εκπαίδευσης*. Αθήνα, Gutenberg

Κοσσυβάκη, Φ. (1997). *Κριτική-επικοινωνιακή διδασκαλία*, Αθήνα: Gutenberg

Ματσαγγούρας, Η. (1998). *Στρατηγικές διδασκαλίας. Η κριτική σκέψη στη διδακτική πράξη*. Αθήνα: Gutenberg.

Ματσαγγούρας, Η., *Η σχολική τάξη*, Αθήνα: Εκδόσεις Gutenberg, 2000.

Φλουρής, Γ. (2010). *Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης*. Αθήνα: Εκδόσεις Γρηγόρη.