

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Bachelor		
COURSE CODE	ΔΕΥ804	SEMESTER	8
COURSE TITLE	School Teaching Practice II - Multi-teacher and Small-teacher Primary Schools		
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, Working Groups, Discussion		3	6
Instructor: Filippou Evangelou			
<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>	specialised general knowledge skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1956		

(2) LEARNING OUTCOMES

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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 	
By the end of the course the students are expected to be able to: <ul style="list-style-type: none"> • develop skills in the design, implementation, analysis, and evaluation of the teaching and learning process in Multi-teacher and Small-teacher Primary Schools • design and implement instruction on any learning content they choose, according to the specific learning needs of their students (interests, readiness, and learning profiles), applying basic principles, strategies, and techniques of differentiated instruction • apply differentiated teaching during their Teaching Practice in Primary Schools • design homework assignments within the framework of a teaching strategy • apply teaching methods and techniques that promote the development of life skills in students • evaluate and reflect on their own teaching practices • propose ways to revise and improve their teaching 	
General Competences <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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</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>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Decision-making • Working independently • Team work • Criticism and self-criticism • Project planning and management • Production of free, creative and inductive thinking 	

(3) SYLLABUS

<ul style="list-style-type: none"> • Conceptual definition and main characteristics of Small-teacher Primary Schools • The three dimensions of functionality in Small-teacher Primary Schools (educational, social, and economic) • Teaching dynamics and functionality of Small-teacher Primary Schools • Didactic analysis of the key factors contributing to teaching effectiveness in Small-teacher Primary Schools • Conceptual definition and main characteristics of Multi-teacher Primary Schools • Key issues in classroom management • Differentiated Instruction (I) • Application and implementation of Differentiated Instruction strategies/techniques (II) • Homework as a teaching strategy • Life skills: theoretical and practical knowledge • Organization of educational actions and activities • Teaching scenarios / lesson plans • Summary of data
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>The main teaching and learning methods are:</p> <ul style="list-style-type: none"> ➤ Face-to-face teaching ➤ Enriched lecture ➤ Dialogical discussion in plenary and in working groups ➤ Laboratory exercises <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"> ➤ Brainstorming ➤ Concept mapping ➤ Role-playing ➤ Simulations <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>
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<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>	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39
	Preparation of assignments	39
	Literature study	39
	Presentation and discussion of assignments	30
	Examination	3
	Course total	150
STUDENT PERFORMANCE EVALUATION <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>	Language of evaluation: Greek	
	<p>- During the semester, students are required to submit the following deliverables:</p> <p>I. Mandatory submission of two (2) to four (4) assignments/activities</p> <p>II. Two (2) Practical Training Timelines for the two weeks of Teaching Practice in primary schools, documenting teaching objectives, educational materials, instructional approaches, learning outcomes, etc.</p> <p>III. Recording and analysis of problems / “critical incidents” encountered during the Teaching Practice</p> <p>IV. A questionnaire / reflective observation form regarding their Teaching Practice during the Teaching Practice</p> <p>- Written examination at the end of semester.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography in Greek:</p> <p>Φύκαρης, Ι. (2016). <i>Εκπαιδευτική και Διδακτική προσέγγιση των Ολιγοθέσιων Δημοτικών Σχολείων</i>. Θεσσαλονίκη: εκδόσεις Κυριακίδη.</p> <p>Τσώλη, Κ., & Μπαμπάλης, Θ. (2023). <i>Δεξιότητες ζωής: θεωρία και εφαρμογές για εκπαιδευτικούς και γονείς</i>. Αθήνα: Διάδραση.</p> <p>Βαλιαντή, Σ.& Νεοφύτου, Α. (2017). <i>Διαφοροποιημένη διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή</i>, Αθήνα: Πεδίο</p> <p>Δάρρα, Μ. (2020). Η εφαρμογή της Μελέτης Μαθήματος (Lesson Study) στην αρχική εκπαίδευση των εκπαιδευτικών. <i>Επιστήμες Αγωγής</i>, 2, 30-52.</p> <p>Κουτρούπα, Κ. (2021). <i>Εκπαιδευτικό έργο, σχολική μάθηση και διδακτική αποτελεσματικότητα</i>. Αθήνα: Διάδραση.</p> <p>Μπρούζος, Α. (2002). <i>Μικρά σχολεία, Μεγάλες προσδοκίες</i>, Αθήνα: Δαρδανός</p> <p>Χατζή, Μ., Τέκος, Γ., Καλδή, Σ.& Γκόβαρης, Χ. (2018). «Μαθαίνουν και μαθαίνω;»: απόψεις δασκάλων τάξης για τις διδασκαλίες των φοιτητών στη σχολική πρακτική άσκηση. Στο <i>2ο Πανελλήνιο Συνέδριο Δικτύου Πρακτικών Ασκήσεων «Εκπαίδευση Εκπαιδευτικών και Παιδαγωγικά Τμήματα, 30 χρόνια μετά: Αντιμετωπίζοντας τις νέες προκλήσεις»</i>. Βόλος, Πανεπιστήμιο Θεσσαλίας, 28-30 Σεπτεμβρίου.</p> <p>-Suggested bibliography in English:</p> <p>Bremner, N. (2021). The multiple meanings of 'student-centred' or 'learner-centred' education, and the</p>

case for a more flexible approach to defining it. *Comparative Education*, 57 (2), 159-186

Kaldi, S., Govaris, C., & Filippatou, D. (2017). Teachers' views about pupil diversity in the primary school classroom. *Compare: A Journal of Comparative and International Education*, 48 (1), 2-20.

Koutrouba, K. (2020). *Classroom Management and Teacher Effectiveness*. In G.W. Noblit (Ed.) *Oxford Research Encyclopedia of Education* (pp. 1 – 20). Oxford: Oxford University Press.

Lombardi, L., Thomas, V., Rodeyns, J., Mednick, F. J., De Backer, F. & Lombaerts, K. (2021). Primary school teachers' experiences of teaching strategies that promote pupils' critical thinking. *Educational Studies*, Doi: [10.1080/03055698.2021.1990017](https://doi.org/10.1080/03055698.2021.1990017)

Taylor, J. L. (2018). *Independent learning*. London: Bloomsbury Education.

Thompson, J. G. (2018). *The first-year teacher's survival guide: ready-to-use strategies, tools & activities for meeting the challenges of each school day*. (4th ed). San Francisco, CA, Jossey-Bass, a Wiley brand.