

## COURSE OUTLINE

### 1. GENERAL INFORMATION

<b>LECTURER</b>	Nectaria Liodaki		
<b>SEMESTER</b> (fall/spring)	Fall and Spring		
<b>SCHOOL</b>	PHILOSOPHY ("Faculty of Letters")		
<b>DEPARTMENT</b>	PHILOSOPHY AND SOCIAL STUDIES		
<b>LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ΚΠΒ003</b>	<b>SEMESTER OF STUDIES</b> (1-8)	5 <sup>th</sup>
<b>COURSE TITLE</b>	Teaching Practicum		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY LECTURE HOURS</b>	<b>ECTS CREDITS</b>
		3	5
<b>COURSE CLASSIFICATION</b>	Lecture		
<b>COURSE TYPE</b>	Scientific Area and Skills Development		
<b>TEACHING COMPETENCE COURSE</b>	YES		
<b>PREREQUISITES</b>	Teaching Methodology Course		
<b>TEACHING AND EXAMINATION LANGUAGE</b>	Greek		
<b>AVAILABLE FOR ERASMUS STUDENTS</b>	NO		
<b>COURSE URL</b>	Department website and students' classweb		

## 2. LEARNING OUTCOMES

First, students are asked to draw upon their existing knowledge on pedagogic theory and teaching methods. During their practicum in schools they put this knowledge into practice (skills). They analyze school teachers' teaching and then they compose their own teaching (analysis and synthesis, ability). Finally, they are self-assessed on their teaching attempts and they are also assessed by their mentor in school.

### COURSE OBJECTIVES

- Inquiry, analysis and synthesis of data and information, using technology (during their teaching).
- Adapting to new situations
- Decision making
- Autonomous working
- Team working
- Respect to diversity and multi-culturalism
- Demonstration of social, professional and moral responsibility and sensitivity on sex equity issues
- Demonstration of criticism and self-critique
- Promotion of free, creative and inductive thought.

## 3. COURSE CONTENT

Students initially attend classes at the university. These are preparatory courses on pedagogy theory, teaching methods and techniques. Then, during their practicum in secondary schools for about two months, they observe teaching in classrooms (non-participant observation). This is the period when they put into practice all that they have been previously taught. Moreover, they themselves take upon teaching in the classrooms they had observed earlier. Consequently, they return to university lectures, where they are given pedagogical feedback on what they have observed in schools and on their teaching attempts in classrooms. During the whole semester students build their portfolio, on which they are assessed. Thus, there are no exams upon completion of the course.

## 4. TEACHING AND ASSESSMENT METHODS

<b>TEACHING METHOD</b>	Face to face instruction		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of IT during teaching and in communication with students		
<b>COURSE STRUCTURE</b>	<b>ACTIVITIES</b>	<b>SEMESTER WORKLOAD</b>	
	Lectures	25%	
	Practicum in school	50%	

	Bibliography study and analysis	5%
	Portfolio preparation and writing	20%
	TOTAL	100%
<b>ASSESSMENT METHOD</b>	Assessment in Greek based on the portfolio (written paper, report). Problem solving and public presentation (during students' teaching).	

## 5. RECOMMENDED READING

Demetriadou, K. (2016) *New orientations of Didactics. Adapting teaching to the 21<sup>st</sup> century challenges*. Athens, Gutenberg (in Greek).

Pigiaki, P. (2004) *Preparation, design and assessment of teaching. Teaching Methodology*. Athens, Grigoris (in Greek).

Course notes for the Teaching Practicum at the Teaching Practicum Laboratory.

School books (course books) at the Teaching Practicum Laboratory.

Bibliography at the Teaching Practicum Laboratory.

Teaching material uploaded in the course "classweb".