

COURSE OUTLINE

1. OVERVIEW

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| FACULTY | FACULTY OF HUMANITIES AND SOCIAL SCIENCES | | |
| SECTION | DEPARTMENT OF PRIMARY EDUCATION | | |
| LEVEL OF STUDY | UNDERGRADUATE | | |
| COURSE TITLE | | | |
| Practicing teaching skills through Microteaching | | | |
| COURSE CODE | ΠΕ1103 | SEMESTER | 4 |
| HOURS per WEEK | 3 | ECTS | 4 |
| COURSE CATEGORY | Compulsory | COURSE TYPE | General background, Skills Development |
| LANGUAGE OF INSTRUCTION AND EXAMINATIONS | Modern Greek | PREREQUISITES | - |
| OFFERED TO ERASMUS | YES | ECLASS PAGE | https://eclass.uth.gr/courses/PRE_U_208/ |

2. LEARNING OUTCOMES

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| Learning Outcomes |
| <p>The aim of the course is for students to practice specific teaching skills in a laboratory setting through Microteaching, so that in real classroom conditions they can reduce their anxiety, integrate teaching skills in the best way into educational practice and be able to systematically analyze their teaching.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none">Understand the theoretical prerequisites, objectives and phases of microteaching, as well as the criticism that has been leveled against it.Become familiar with specific teaching skills, such as, for example, the question technique, the beginning and end of teaching, student reinforcement and feedback, the use of humor, focusing students' attention, non-verbal communication, etc.Realize the importance of reflection in teaching practice. |
| General Competencies |
| <p>Data and information search, analysis and synthesis, using IT as needed</p> <p>Adaptability to new situations</p> <p>Decision-making</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Respect for diversity and multiculturalism</p> <p>Respect for natural environment</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</p> <p>Critical and self-critical thinking</p> <p>Advancement of free, creative and inductive thinking</p> |

3. CONTENT

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| <p>Students are initially informed about the theoretical prerequisites, objectives, and phases of microteaching, as well as the criticism that has been leveled against it.</p> <p>They are then informed about specific teaching skills, such as, for example, the question technique, the beginning and end of teaching, student reinforcement and feedback, the use of humor, focusing students' attention, non-verbal communication, etc.</p> <p>After each presentation of a teaching skill, preparation and microteaching follow, which concerns a small teaching unit, with a limited duration, in a small group of fellow students and focused on the skill that the students were taught.</p> <p>Each microteaching is videotaped and followed by viewing the videotaped microteaching, as well as analysis, discussion and feedback based on an observation/evaluation sheet and repetition of the microteaching, if deemed necessary.</p> <p>In more detail, the course includes the following:</p> |
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Theoretical framework of microteaching (characteristics of an effective teacher, principles on which microteaching is based, structural characteristics of microteaching, definition of teaching skill, advantages of microteaching for the trainee, the supervisor and the educational institution, observation of teaching and analysis of interpersonal relationships in the classroom, the role of positive/constructive feedback to trainees and reflection, self-perception of trainees, group dynamics, advantages of videotaping teaching, analysis of observation systems)

Phases of microteaching (theoretical information of the trainee students by the coordinator regarding the respective teaching skill, which will be the subject of practice. Research results regarding the teaching skill, which will be the subject of practice. Students are asked to submit their views, which are checked based on empirical data. Presentation and analysis of the parts of a microteaching plan. Implementation of microteaching by the trainees based on their planning for 15 minutes in front of their colleagues, some colleagues have the role of the trainees, while some give feedback based on certain criteria that have been discussed and agreed upon within the group. completion of microteaching. Feedback/reflection. The trainee studies the feedback received for his/her microteaching based on the written commentary of his/her colleagues and the video recording, which are based on the criteria that have been defined in the previous phases. The trainees critically re-evaluate the axes of feedback.

Feedback from the coordinator. Self-evaluation of the trainee who performed the microteaching. Repetition of microteaching (if deemed necessary). Return of the trainees to their initial recording regarding their perceptions of their role and mission (reflection). Recording of questions-disputes and shifting or changing their initial perceptions and integration into a specific theoretical framework by the coordinator.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

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| TEACHING MODE | In person | | |
| USE OF ICT | Videocamera, Computer | | |
| COMPULSORY ATTENDANCE | NO | MAXIMUM NUMBER OF ABSENCES: | |
| TEACHING ORGANIZATION | Activity | | Semester Workload (hours) |
| | Lectures | | 20 |
| | Laboratory exercise | | 20 |
| | Literature study & analysis | | 28 |
| | Essay writing | | 20 |
| | Study | | 20 |
| | Examination | | 3 |
| | Course total | | 111 |
| EVALUATION | | | |
| | Type | Format | Weighting |
| | Final written exam | | 50% |
| | Performing Microteaching | | 50% |
| Description of other evaluation method / Evaluation criteria: | | | |

5. RECOMMENDED BIBLIOGRAPHY

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| Core textbooks (available through the Eudoxus service) |
| Καψάλης, Αχ. & Βρεττός, Ι. (2015). Μικροδιδασκαλία και άσκηση διδακτικών δεξιοτήτων. Αθήνα: Διάδραση. |
| Δημητριάδου Κ. (2016). Νέοι Προσανατολισμοί της Διδακτικής - Προσαρμογή της Διδασκαλίας στις Εκπαιδευτικές Προκλήσεις του 21ου Αιώνα. Αθήνα, Gutenberg |
| Other books / Notes |
| Βρεττός, Ι. (2003). Μη λεκτική συμπεριφορά εκπαιδευτικού-μαθητή. Άσκηση με μικροδιδασκαλία. Αθήνα: Ατραπός. |
| Καψάλης, Α. & Χανιωτάκης, Ν. (2011). Εκπαιδευτική αξιολόγηση. Θεσσαλονίκη: Αφοί Κυριακίδη. |
| Χανιωτάκης, Ν. (2011). Παιδαγωγική του χιούμορ. Αθήνα: Πεδίο |
| Χατζηδήμου, Δ. Χ. (2015). Η μικροδιδασκαλία στην εκπαίδευση των εκπαιδευτικών. Θεσσαλονίκη: Κυριακίδης. |
| Fernández, L. M. (2010). Investigating how and what prospective teachers learn through microteaching lesson study. Teaching and Teacher Education, 26(2), 351-362. |
| Özcan, Ö. & Gerçek, C. (2019). Multidimensional analyzing of the microteaching applications in teacher education via videograph. European Journal of Teacher Education, 42(1), 82-97. |
| Stokhof, H. J. M., De Vries, B., Martens, R. L., & Bastiaens, T. J. (2017). How to guide effective student questioning: A review of teacher guidance in primary education. Review of Education, 5(2), 123-165. |
| Scientific journals |
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| Scientific articles |

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| Other |