

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
School teaching practice II			
COURSE CODE	ΣΠ0602	SEMESTER	6
HOURS per WEEK	6	ECTS	10
COURSE CATEGORY	Compulsory	COURSE TYPE	Skills development
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	ΣΠ0501
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_236/

2. LEARNING OUTCOMES

Learning Outcomes
<p>The second level of the student practicum is structured into two integrated courses, each overseen by a faculty member or a contracted teacher: The two courses are as follows:</p> <p>“TEACHING SECONDARY SUBJECTS”</p> <p>Upon successful completion of this course, students are expected to:</p> <ul style="list-style-type: none"> Prepare a one-hour lesson plan. Design and implement an effective one-hour lesson in a secondary subject of the curriculum. Creatively synthesize student activities using various materials and resources. Self-evaluate and critically reflect on their hour-long teaching sessions. Understand and analyze teaching practices stemming from the adoption of basic and innovative pedagogical approaches. <p>“CLASSROOM MANAGEMENT”</p> <p>Upon successful completion of this course, students are expected to:</p> <ul style="list-style-type: none"> Recognize the fundamental principles and theories of effective classroom management, including prevention strategies and behavior problem-solving. Develop planning and organization skills for the physical and social environment of the classroom to promote learning and positive interaction. Familiarize themselves with effective techniques for motivating and reinforcing students, enhancing their engagement in the learning process. Acquire the ability to use differentiated management strategies according to the specific needs and characteristics of students. Develop effective communication and collaboration skills with students, parents, and colleagues to promote a positive classroom climate. Use assessment and monitoring techniques for student behavior, aiming for continuous improvement in classroom management practices. Develop critical thinking and problem-solving skills to effectively address challenges arising during classroom management
General Competencies
<ul style="list-style-type: none"> Adaptability to new situations Decision-making Autonomous work Teamwork Respect for diversity and multiculturalism

Respect for natural environment

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical and self-critical thinking

3. CONTENT

COURSE CONTENT

The integrated course "TEACHING SECONDARY SUBJECTS" includes the following topics:

Short-term planning of secondary subject teaching.

Lesson planning for secondary subjects (educational objectives, teaching actions, student activities, organization of the learning process, materials and resources, evaluation of teaching).

Examples of implementing lessons in secondary subjects.

Observation of daily teaching incorporating modern teaching approaches.

Designing a teaching plan for a secondary subject collaboratively by students.

Professional behavior issues for novice teachers.

Observation of the secondary subject lesson by instructors.

Implementation of the secondary subject lesson by students collaboratively in a specific class of a partner elementary school.

Discussion/reflection with students on the teaching of the secondary subject. Identification of challenges, positive impacts for students, and suggestions for revision.

Guidelines for compiling final deliverables in a portfolio.

Specifically, in the course "Teaching Secondary Subjects," four phases are followed:

In Phase A, students attend initial plenary sessions at the beginning of the semester where instructions and examples related to the preparation and design of hour-long lessons are provided.

In Phase B, under the supervision of faculty members and seconded teachers, students design their lesson plans for the secondary subjects they will teach.

In Phase C, their teaching is observed by faculty members and seconded teachers, and feedback is provided immediately after the teaching session.

In Phase D, students attend feedback laboratory classes conducted by faculty members in small groups at the university to ensure more substantial evaluation and discussion after their lessons.

During Phases B and C, students provide two days of supportive work in pairs with the school teachers for six weeks. Additionally, second-level students (SP II) observe and participate with a supportive role in one school day of the weekly teaching sessions of eighth-semester students (School Practice IV).

For the integrated course "CLASSROOM MANAGEMENT," the following topics are presented in plenary sessions:

Introduction to Classroom Management

The concept and importance of classroom management

Theoretical approaches and models of classroom management

Creating a Positive Learning Environment

Organizing and structuring the classroom

Establishing rules and routines

Developing positive relationships between teachers and students

Managing Student Behavior

Prevention and intervention strategies for problematic behaviors

Techniques for reinforcing and motivating positive behaviors

Managing conflicts and disciplinary issues

Teaching strategies and techniques

Planning and organizing instruction

Methods and techniques for active participation

Differentiating instruction for heterogeneous classes

Time management and learning tools

Managing and utilizing teaching time

Using educational resources and technologies
 Assessment and feedback for students
 Communication and Collaboration
 Effective communication with students and parents
 Developing students' collaborative skills
 Managing groups and group work
 Professional Development and Self-Assessment
 Developing self-observation and self-assessment skills
 Continuous professional development and training for teachers.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person								
USE OF ICT	Use of technology (e.g., PowerPoint, Prezi) for presentations, theoretical material, and case studies. Video projection from practical school settings for analysis and discussion. Utilization of educational libraries, repositories, and open educational resources. Participation in interactive learning communities for idea and practice exchange. Teaching in elementary classrooms								
COMPULSORY ATTENDANCE	YES	MAXIMUM NUMBER OF ABSENCES:							
TEACHING ORGANIZATION	Activity		Semester Workload (hours)						
	Lectures		78						
	Laboratory exercise		2						
	Practical training		60						
	Essay writing		30						
	Study		35						
	Examination		45						
	Course total		250						
EVALUATION	<table><tr><th>Type</th><th>Format</th><th>Weighting</th></tr><tr><td>Final written exam</td><td>Multiple Choice Questions Short Answer Questions Open-Ended Questions</td><td>100%</td></tr></table>			Type	Format	Weighting	Final written exam	Multiple Choice Questions Short Answer Questions Open-Ended Questions	100%
	Type	Format	Weighting						
	Final written exam	Multiple Choice Questions Short Answer Questions Open-Ended Questions	100%						
	Description of other evaluation method / Evaluation criteria:								
	The assessment consists of:								
	Submission of a final portfolio (50%) from students, which includes:								
	A lesson plan for a secondary subject (with educational objectives, teaching strategies, and student activities).								
	Teaching materials used.								
	An evaluation of the secondary subject lesson (in pairs) in a specified classroom.								
	A report on self-assessment of the lesson based on four axes.								
A summary of the final deliverables in a folder.									
Observation of the secondary subject lesson by instructors (25%).									
Participation in feedback laboratory classes (25%).									
The integrated course “TEACHING SECONDARY SUBJECTS contributes 60% to the overall final grade of students for this level of their practicum. The “CLASSROOM MANAGEMENT course contributes the other 40%.									

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)

Fontana, D. (1996). Ο εκπαιδευτικός στην τάξη. Εκδόσεις Σαββάλα
 Χριστιάς, Ι. (2003). Θεωρία και Μεθοδολογία της Διδασκαλίας. Γρηγόρης

Μοργαν, Ν. (2024). Διαχείριση συμπεριφοράς στην τάξη. Πρακτικές ιδέες για εύκολη και αποτελεσματική εφαρμογή. Εκδόσεις Πατάκη

Ματσαγγούρας, Η. (2007). Σχολικός εγγραμματισμός: Λειτουργικός, Κριτικός, Επιστημονικός. (Επιμέλεια). Εκδόσεις Γρηγόρη.

Wragg, T. (2003). Διαχείριση της σχολικής τάξης στην πρωτοβάθμια εκπαίδευση. Σαββάλας.

Other books / Notes

For the integrated course "Teaching Secondary Subjects"

Κασσωτάκης, Μ. & Φλουρής, Γ. (2005). Μάθηση και διδασκαλία. Θεωρία, πράξη και αξιολόγηση της διδασκαλίας. Αυτοέκδοση.

Ματσαγγούρας, Η. (2001). Θεωρία και Πράξη της Διδασκαλίας: Κειμενοκεντρική προσέγγιση του γραπτού λόγου. Γρηγόρης.

Ματσαγγούρας, Η. (2005). Θεωρία και Πράξη της Διδασκαλίας: Η σχολική τάξη. Γρηγόρης.

Πηγιάνη, Κ. (1999). Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας. Γρηγόρης.

Τριλιανός, Α. (2000). Μεθοδολογία της Σύγχρονης Διδασκαλίας, (τόμος Α' & Β'), Αυτοέκδοση.

For the integrated course "Classroom Management"

Παιδαγωγικό Ινστιτούτο. (2007). Διαχείριση Προβλημάτων Σχολικής Τάξης, τόμος Α. Ανακτήθηκε από: [http://www.pi-schools.gr/programs/sxoltaxi/tomos_A.pdf]

Παιδαγωγικό Ινστιτούτο. (2008). Διαχείριση Προβλημάτων Σχολικής Τάξης, τόμος Β. Ανακτήθηκε από: [http://www.pi-schools.gr/programs/sxoltaxi/tomos_B.pdf]

Βερνάδος, Μ. (2003). Η επιθετικότητα του παιδιού στο σχολείο και στην οικογένεια: Διαταραχές συμπεριφοράς.

Ημέλλου, Όλγα (2002α). Η διαχείριση του χρόνου εργασίας ως παράγοντας βελτίωσης της διεργασίας διδασκαλίας/μάθησης. Διερεύνηση της εκπαιδευτικής πραγματικότητας με τη χρήση του Διαγράμματος Ροής Χρόνου Μαθήματος. Στο Μπαγάκης, Γ. (επιμ.) Ο εκπαιδευτικός ως ερευνητής, σ. 400-406. Μεταίχμιο.

Ημέλλου, Όλγα (2002β). Αξιολόγηση μαθησιακών δυσκολιών με το Αθηνά Τεστ και εκπαιδευτική παρέμβαση με την υποστήριξη των Νέων Τεχνολογιών. Διδακτορική διατριβή. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών, Φιλοσοφική Σχολή, Τμήμα Φιλοσοφίας, Παιδαγωγικής και Ψυχολογίας. Ημέλλου, Όλγα (2003α). Ήπιες δυσκολίες μάθησης. Προσεγγίσεις στο γενικό σχολείο. Ατραπός.

Κουρκούτας, Η. (2011). Προβλήματα Συμπεριφοράς στα Παιδιά. Αθήνα: Τόπος. Μακρή Μπότσαρη, Ε. (2007). Θέματα Διαχείρισης Προβλημάτων Σχολικής

Ματσαγγούρας, Η. (1998). Οργάνωση και Διεύθυνση της Σχολικής Τάξης. Γρηγόρης.

Miller, B. (2002). Χτίζοντας Καλύτερη Σχέση με τα Παιδιά στην Τάξη –Εγχειρίδιο για Εκπαιδευτικούς (μτφρ. Φ. Αποστόλου). Κέντρο Γρηγόρης Εκτύπωσης ΑΒΕΕ. Τάξης. Τόμος Α' και Β'.

Molnar, A. & Lindquist, B. (1998). Προβλήματα Συμπεριφοράς στο Σχολείο: Οικοσυστημική Προσέγγιση. Επιμ. Α. Καλαντζή Αζίι, 7η έκδοση. Αθήνα: Ελληνικά Γράμματα.

Μπασέτας, Κ. Χ. (2007). Παιδαγωγική Αλληλεπίδραση στο Σχολείο. Ατραπός.

Olweus, D. (2009). Εκφοβισμός και Βία στο Σχολείο: Τι γνωρίζουμε και τι μπορούμε να κάνουμε (μτφρ. Ε. Μαρκοζάνε). Ε.Ψ.Υ.Π.Ε.

Παπαθεμελής, Γ. (2005). Προβλήματα συμπεριφοράς μαθητών. (<http://www.daskalos.edu.gr>)

Τοζακίδης, Α. (2005). Τεχνικές πρακτικής αντιμετώπισης της επιθετικότητας στην τάξη. (<http://www.daskalos.edu.gr>)

Τριλιανός, Α. (2004). Μεθοδολογία της Σύγχρονης Διδασκαλίας. τ. Β'. Αθήνα.

Χατζηκαλλία Α. Θ. (2009). Προβλήματα συμπεριφοράς των παιδιών – Συνεργασία εκπαιδευτικών γονέων

Scientific journals

Review of Educational Issues (Pedagogical Institute)

Contemporary Education (Gutenberg Publications)

Pedagogical Review (Greek Pedagogical Society)

New Education (Gutenberg Publications)

Educational Sciences (University of Ioannina)

Journal of Classroom Interaction

Teaching and Teacher Education

Instructional Science

Scientific articles

Other