

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 III			
COURSE CODE	ΣΠ0703	SEMESTER	7
HOURS per WEEK	3	ECTS	10
COURSE CATEGORY	Compulsory	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	ΣΠ0602
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_237/

2. LEARNING OUTCOMES

Learning Outcomes
School Practice III serves the general purpose of the Department's Internship for students, which is to link pedagogical theory with educational/professional practice. At this level too, students connect theoretical knowledge with experience and practice and through this connection, through processes of reflection, as well as through interaction with fellow students and responsible teaching staff, they become aware, expand, modify and systematise their personal pedagogical theory, on the basis of which they will in future responsibly and effectively shape and evaluate their pedagogical-teaching practice with a critical and self-critical attitude. Level III is structured internally into two integrated courses for which a faculty member or adjunct is responsible for the following: GENERAL TEACHING Upon completing Level III of School Practice and through the GENERAL TEACHING course, students: - become even more familiar with the school and the work of the teacher - develop abilities to observe, understand, interpret and critically analyse teaching and the actual conditions and prerequisites of educational work - practise for a longer period of time the planning, conduct and analysis-evaluation of the teaching-learning process, carrying out a total of five daily teaching sessions - become aware of their responsibility as teachers towards the child and society - acquire a research and critical attitude, in the sense of questioning and rethinking the traditional school framework and constantly comparing what is with what is appropriate - socialise professionally and form their scientific and professional identity as experts in teaching, learning, education and training, as 'reflective teachers'. LANGUAGE TEACHING Through the course 'LANGUAGE TEACHING', students are expected to be able to: - identify the approaches to language teaching in which the activities and materials in textbooks for language teaching are inscribed - plan and implement a two-hour language teaching session for a given audience of learners, starting with a teaching unit - critically evaluate and reflect on the planning and implementation of their teaching.
General Competencies
Data and information search, analysis and synthesis, using IT as needed Decision-making Autonomous work Teamwork

Critical and self-critical thinking
Advancement of free, creative and inductive thinking

3. CONTENT

At the 3rd level of School Practice the following phases are followed:

Phase A takes place in the University premises.

The course **GENERAL TEACHING** is implemented in the form of a "tutorial-plenary" and includes presentations/lectures by faculty members or adjuncts responsible for the lesson or by other faculty members of the Department with a purely practical orientation (good practices in their pedagogical and teaching work, etc.). In general, the topics of the presentations are related to research data on students' practical training, as well as focused pedagogical and teaching practices that have been confirmed as effective by scientific research. In particular, topics are presented on:

Effective Teaching and First Encounter with Students,
Goal Setting,
Instructional Design and Adaptive Instruction,
Assessment and Learning,
Skills Development,
Classroom Management,
School Climate,
Programs for Socio-Emotional Development,
Teacher Expectations

In the course **LANGUAGE TEACHING**, they attend plenary lectures and seminars in groups, which focus on the design of the language course by applying the framework and principles set in the compulsory course "Teaching of Modern Greek Language" of the 4th semester.

In the second phase, students are divided into larger groups and internally into pairs, distributed in classrooms of the cooperating primary schools of the Volos area and follow the class teacher in a daily teaching session. The observation of the lessons as well as the discussion with the classroom teacher aim to better acquaint the students with the classroom in which they will teach and to inform them as fully as possible about the pedagogical and teaching conditions of the educational practice. At level 3, students implement in pairs five daily teaching sessions in all the subjects of the timetable, except those taught by specialists (English, physical education and music). Before implementing the lessons, students in pairs design lesson plans for all five daily lessons, which are presented, discussed and redesigned in collaboration with the members of the HEC and the seconded teacher(s) (workshop feedback sessions). In addition, for the daily lessons they design a detailed plan for the Language lesson for which they receive feedback from the lecturer (faculty member) and from the members of the teaching staff involved in Language Education.

Phase C concerns the implementation of classroom teaching which is monitored by the person in charge of this level (faculty member or adjunct), the members of the teaching staff and the seconded teachers. The teaching staff visit the practicum schools, observes the teaching of the students and based on the recorded observations the individualized corresponding feedback is given.

Phase D takes place in classrooms of the University in the form of "laboratory feedback courses" in which the lecturer (faculty member) and the members of the teaching staff allocate the students to respective groups and implement feedback based on the lecturers' observations of the students' teaching which they have personally attended and/or on the students' own reports on the teaching they have carried out in Phase C. Students reflect on their pedagogical and teaching choices, looking for the reasons for particular practices, the theories on which they were based, and the possible alternatives they had."

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass / MStems / ...		
COMPULSORY ATTENDANCE	YES	MAXIMUM NUMBER OF ABSENCES:	3
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		30
	Tutorial		12
	Laboratory exercise		80
	Practical training		30
	Literature study & analysis		40

	Essay writing	50	
	Course total	242	
EVALUATION			
	Type	Format	Weighting
	Final written exam		100%
	Written assignment / report / performance / portfolio		100%
	Description of other evaluation method / Evaluation criteria:		
	For the embedded course "GENERAL TEACHING", assessment is done by:		
	A) The writing and submission of a General Teaching Portfolio (50% of the final course grade) which includes: Practicum Diary (teaching plans, presentation and analysis of a problem the student encountered in class, reflection report, student's self-evaluation sheet.		
	Conditions of teaching and learning.		
	B) Monitoring the implementation of daily classroom teaching (30%)		
	C) When evaluating the course GENERAL TEACHING, the student's attendance in plenary and laboratory feedback sessions, participation in them, responsibility and ability to work with the staff of the school in which they are practicing, and response to the obligations imposed by the life of the school unit are taken into account (20% of the final grade) , cited. e.g. punctual attendance at school, timely notification in case of absence, etc.)		
For the embedded course "LANGUAGE TEACHING" the assessment of the course is done by:			
A) The writing and submission of a Language Teaching Portfolio (60% of the final grade) which includes: a completed two-hour language teaching planning plan, a completed plan for the two-hour language teaching plan (including a completed plan for the two-hour language teaching plan), written reflection activities on the Language lessons.			
B) Monitoring the implementation of the two-hour language lesson in the classroom (20%)			
C) When assessing the course "Language Teaching", the participation of students in plenary sessions, laboratory preparation meetings and laboratory sessions for evaluation/feedback on the teaching of the course is taken into account (20% of the total mark).			
In the total final marks of the students the course of "General Teaching" is weighted at 60% and the course Language Teaching at 40%.			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Χανιωτάκης, Ν. (2011). Παιδαγωγική του χιούμορ. Πεδίο.
Ξωχέλλης, Π. (2006). Ο εκπαιδευτικός στον σύγχρονο κόσμο: Ο ρόλος και το επαγγελματικό του προφίλ σήμερα, η εκπαίδευση και η αποτίμηση του έργου του. Τυπωθήτω – Γ. Δαρδανός.
Other books / Notes
GENERAL TEACHING
Βρεττός, Ι. (2003). Μη λεκτική συμπεριφορά εκπαιδευτικού μαθητή. Ατραπός.
Γκούσια–Ρίζου, Μ. (2006). Σχολική Πραγματικότητα. Πώς να αντιμετωπίσετε με επιτυχία τις δυσκολίες στην τάξη. Λιβάνης.
Καψάλης, Α. (2006). Παιδαγωγική Ψυχολογία. Αφοί Κυριακίδη.
Κουτσελίνη, Μ., Θεοφιλίδης, Χ. (2007). Διερεύνηση και συνεργασία. Για μια αποτελεσματική διδασκαλία. Γρηγόρης.
Κωσταρίδου - Ευκλείδη, Α. (2008). Ψυχολογία κινήτρων. Αθήνα: Ελληνικά Γράμματα. Ματσαγγούρας, Η. (2006). Η σχολική τάξη: Χώρος, Ομάδα, Πειθαρχία, Μέθοδος. Γρηγόρης.
Ντράικωρς, Ρ. (1976). Διατηρώντας την ισορροπία στην τάξη: Η μετάβαση από το αυταρχικό στο δημοκρατικό σχολείο. Μτφρ. Μπ. Γραμμένου & Α. Κοντοσιάνου. Γλάρος.
Φρυδάκη, Ε. (2015). Η επαγγελματική ταυτότητα του εκπαιδευτικού και το μέλλον της διδασκαλίας. Κριτική.
Wragg, E.C. (2004). Διαχείριση της σχολικής τάξης στην πρωτοβάθμια εκπαίδευση. Μτφρ. Ν. Αβούρη. Σαββάλας.
LANGUAGE TEACHING
Αρχάκης, Α. (2005). Γλωσσική διδασκαλία και σύσταση των κειμένων. Πατάκης.
Γεωργακοπούλου, Α. & Γούτσος, Δ. (1999). Κείμενο και Επικοινωνία. Ελληνικά Γράμματα.
Κωστούλη, Τ. (2021). Το γλωσσικό μάθημα σε τοπικά συγκείμενα. Gutenberg.
Ματσαγγούρας, Η. (2001). Κειμενοκεντρική προσέγγιση του γραπτού λόγου. Εκδόσεις Γρηγόρη.

Μήτσης, Ν. (2004). Η Διδασκαλία της Γλώσσας υπό το Πρίσμα της Επικοινωνιακής Προσέγγισης. Gutenberg.
Στάμου, Α., Πολίτης, Π., Αρχάκης, Α. (Επιμ.) (2015). Γλωσσική ποικιλότητα και κρατικοί γραμματισμοί στον λόγο της μαζικής
κουλτούρας: Εκπαιδευτικές προτάσεις για το γλωσσικό μάθημα. Σαΐτα.

Scientific journals

Επιστήμες της Αγωγής

Other

Curricula and teacher guides for Language Education