

## COURSE OUTLINE

### 1. OVERVIEW

<b>FACULTY</b>	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
<b>SECTION</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE TITLE</b>			
<b>School Teaching Practice IV</b>			
<b>COURSE CODE</b>	ΣΠ0804	<b>SEMESTER</b>	8
<b>HOURS per WEEK</b>	6	<b>ECTS</b>	14
<b>COURSE CATEGORY</b>	Compulsory	<b>COURSE TYPE</b>	Skills development
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS</b>	Modern Greek	<b>PREREQUISITES</b>	ΓΛ0505, ΚΝ1102, ΜΑ0303, ΠΕ0101, ΠΕ0303, ΣΠ0703, ΨΧ0201 Plus one of ΙΣ0503, ΛΓ0606, ΦΕ0603
<b>OFFERED TO ERASMUS</b>	YES	<b>ECLASS PAGE</b>	<a href="https://eclass.uth.gr/courses/PRE_U_235/">https://eclass.uth.gr/courses/PRE_U_235/</a>

### 2. LEARNING OUTCOMES

#### Learning Outcomes

The 4th level of **School Teaching Practice (STP IV)** aims to introduce students to the daily routine of work and life in a school setting. In this spirit, each student takes on the responsibility for their teaching and pedagogical duties in a mainstream class of a primary school for two consecutive weeks.

The responsibilities of the students include not only the planning and implementation of lessons but also active participation in all school activities (educational field trips, visits, school celebrations, etc.), as well as participating in the laboratory practice taking place at the University.

#### For the 10 teaching days

Upon successful completion of this part of the course, students are expected to:

- Combine all the necessary theoretical background knowledge for teaching in order to create lesson plans that respond to the needs of the pupils incorporating the principles of contemporary pedagogy.
- Independently and effectively reorganize the lesson plan according to pupils' responses.
- Respond to the role of a mainstream class teacher.
- Be able to assess pupils in multiple ways.
- Be able to self-evaluate and critically reflect on their teaching practice.
- Be capable of evaluating their personal professional development.
- Demonstrate professional behavior in every school context.

#### For the integrated course "**APPLICATION OF PROJECT-BASED LEARNING IN THE CLASSROOM**"

The content of the course includes preparing students for the design and implementation of a cross-curricular project lasting approximately 5-8 teaching hours, as part of their 10-day teaching in primary schools.

Upon successful completion of the course, students are expected to:

- Have mastered the theoretical background related to the methodological design of a project and implement a cross-curricular project in a mainstream class.
- Be able to design and implement pupil-centered instructional approaches and cooperative learning methods in the classroom.
- Be able to critically assess and evaluate the implementation of innovative instructional approaches (project-based learning, pupil-centered instructional approaches).
- Be able to critically reflect about and on teaching and propose self-improvement actions.

#### For the integrated course "**DIFFERENTIATED INSTRUCTION IN MAINSTREAM CLASSES**"

The content of the course includes the design and implementation of principles of differentiated instruction within the 10-day teaching in primary schools, based on the educational needs of pupils in mainstream classrooms.

Upon successful completion of the course, students are expected to:

Have acquired basic knowledge on how to observe and record (a) the learning behaviors of the pupils in a typical classroom setting and (b) the learning environment.

Have acquired basic knowledge on how to design informal assessments to identify the learning needs of pupils with mixed abilities.

Be able to understand and assess the learning needs of their pupils through observation and the administration of informal assessments.

Be able to interpret the results of observations and informal assessments and document the learning profile of their pupils.

Be capable of designing instruction for any chosen learning content according to the specific learning needs of their pupils (readiness, interests, and profiles), applying basic principles and methods of differentiated instruction.

Be able to implement differentiation in their teaching practice during their practicum in primary schools.

Be able to evaluate their teaching and identify how pupils respond to it, as well as propose ways to revise their instructional methods.

### **General Competencies**

Data and information search, analysis and synthesis, using IT as needed

Adaptability to new situations

Decision-making

Autonomous work

Teamwork

Work in international contexts

Project design and management

Respect for difference and multiculturalism

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

Critical and self-critical thinking

Advancement of free, creative and inductive thinking

### **3. CONTENT**

#### **For the 10 teaching days**

The content of the course includes the following teaching units:

- Mid-term planning of teaching
- Methods and techniques of teaching
- Teaching aids and materials
- Issues related to classroom management
- Concerns affecting beginner teachers
- Implementation of 10-day teaching periods by students
- Observation of the 10-day teaching periods by tutors and instructors
- Discussion/reflection with students on the 10-day teaching periods. Identifying and reflecting upon challenges, positive impacts for school pupils and for the students themselves, and suggestions for improvements.

#### **For the integrated course "APPLICATION OF PROJECT-BASED LEARNING IN THE MAINSTREAM CLASS"**

The content of the course includes the following teaching units:

- Theoretical justification project-based learning.
- Examples of project-based learning approaches.
- Design of cross-curricular projects by groups of students. Develop a concept map of the project, report learning objectives, learning tasks, materials and types of assessment.
- Provide feedback on the project plan to student groups from the instructor/tutors.
- Adaptations, if needed, by the students.
- Implement the cross-curricular project during the 10-day teaching periods.
- Monitor the implementation of the cross-curricular project by the instructor/tutors.
- Discuss/Reflect with students in small groups about the implementation of the project. Identify and reflect upon challenges, positive impacts for pupils and for the students themselves, and suggestions for self-improvement.

For the integrated course "**DIFFERENTIATED INSTRUCTION IN MAINSTREAM CLASSES**"

The content of the course includes the following teaching units:

Theoretical background of differentiated instruction.

Assessment of pupils' educational needs:

Observation of the classroom for three days where students will teach during the 10-day teaching periods. Record pupils' learning functionality, classroom climate, teacher-pupil relationships, pupil relationships between them, and the instructional approaches applied by the class teacher.

Document pupils' learning profile through discussions with the educator/tutors, complete a questionnaire assessing learning functionality and the psychosocial adjustment of pupils in the classroom.

Design of differentiated instruction:

Students design teaching plans with differentiated instruction regarding the learning environment and/or pupils' learning readiness, interests, and learning styles based on the classroom learning environment as captured in previous steps (from the classroom observation). Students also report learning objectives, tasks, materials and criteria for assessment in differentiated instruction.

Feedback on the teaching plan to students from the instructor/tutors.

Adaptations if needed in the teaching plan.

Implement differentiated instruction during the 10-day teaching periods. Instructor/Tutors monitor students' teaching practice about differentiated instruction.

Evaluate the implementation of differentiated instruction:

Discuss with small groups of students about the implementation of differentiated instruction. Identify and reflect on and about challenges, positive impacts for pupils, student teachers and educators, and suggestions for improvements.

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING MODE</b>	In person		
<b>USE OF ICT</b>	Teaching and learning: Slide show / specialized software Laboratory Training: use of computer Communication: Webmail / eClass / MStears		
<b>COMPULSORY ATTENDANCE</b>	YES	<b>MAXIMUM NUMBER OF ABSENCES:</b>	2 for every integrated course
<b>TEACHING ORGANIZATION</b>	<b>Activity</b>		<b>Semester Workload (hours)</b>
	Lectures		78
	Tutorial		20
	Practical training		152
	Essay writing		60
	Study		40
	Course total		<b>350</b>
<b>EVALUATION</b>	<b>Type</b>	<b>Format</b>	<b>Weighting</b>
	Written assignment / report / performance / dossier		100%
	Description of other evaluation method / Evaluation criteria:		

#### 5. RECOMMENDED BIBLIOGRAPHY

<b>Textbooks (Eudoxus)</b>
Goethals, M. S., Howard, R. A. & Sanders, M. M. (2013). <i>Ο Αρχάριος Εκπαιδευτικός Ενώπιον της Διδασκαλίας. Μια δοκιμή προσέγγισης στην αναστοχαστική διδακτική πράξη</i> (Επιμ. Γ. Ι. Σπανός). Εκδόσεις DaVinci.
Παντελιάδου, Σ. & Φιλιππάτου, Δ. (2013). <i>Διαφοροποιημένη Διδασκαλία: Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές</i> . Πεδίο.
Κόνσολας, Μ. & Καλδή, Σ. (2016). <i>Διδακτική μέθοδος project και διαθεματικότητα: θεωρία, έρευνα και πράξη</i> . Γρηγόρης
<b>Other Books &amp; Notes</b>
For the integrated course of the 10-day teaching Καλαϊτζοπούλου, Μ. (2001). <i>Ο Εκπαιδευτικός ως Στοχαζόμενος Επαγγελματίας</i> . Τυπωθήτω - ΓΙΩΡΓΟΣ ΔΑΡΔΑΝΟΣ
Ματσαγγούρας, Η. (2005). <i>Θεωρία και Πράξη της Διδασκαλίας: Η σχολική τάξη</i> . Γρηγόρης.

- Ξωχέλλης Π. (2005). *Ο εκπαιδευτικός στον σύγχρονο κόσμο*. Τυπωθήτω-Δάρδανος.
- Πηγιάνη, Κ. (1999). *Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας*. Γρηγόρης.
- Τριλιανός, Α. (2000). *Μεθοδολογία της Σύγχρονης Διδασκαλίας, (τόμος Α' & Β')*. Αυτοέκδοση.
- Φρυδάκη, Ε. (2009). *Η Διδασκαλία στην τομή της Νεωτερικής και της Μετανεωτερικής Σκέψης*. Κριτική.

For the integrated course "**APPLICATION OF PROJECT-BASED LEARNING IN THE MAINSTREAM CLASS**"

- Frey, K. (2002). *Η «Μέθοδος Project»: Μια μορφή συλλογικής εργασίας στο σχολείο ως θεωρία και πράξη*. Κυριακίδη.
- Καλδή, Σ. (2010). Στρατηγική ομαδοκεντρικής διδασκαλίας: βασικές αρχές και χαρακτηριστικά. Στο Μ. Ζουμπουλάκης (επιμ.) *Επιστημονικά ανάλεκτα: επετειακός τόμος για τα 20 χρόνια του Πανεπιστημίου Θεσσαλίας* (σσ. 69-86). Πανεπιστημιακές Εκδόσεις Θεσσαλίας.
- Κούσουλας, Φ. (2004). *Σχεδιασμός και Εφαρμογή Διαθεματικής Διδασκαλίας*. Ατραπός.
- Ματσαγγούρας, Η. Γ. (2003). *Η Διαθεματικότητα στη Σχολική Γνώση: Εννοιοκεντρική Αναπλαισίωση και Σχέδια Εργασίας*. Γρηγόρης.
- Χρυσ αφίδης, Κ. (2000). *Βιωματική, Επικοινωνιακή Διδασκαλία*. Gutenberg.

For the integrated course "**DIFFERENTIATED INSTRUCTION IN MAINSTREAM CLASSES**"

- Βαλιαντή, Στ. & Νεοφύτου, Λ. (2017). *Διαφοροποιημένη διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή*. Πεδίο.
- Βαλιαντή, Στ. (2015). Η Διαφοροποίηση της διδασκαλίας σε τάξεις μικτής ικανότητας μέσα από τις εμπειρίες εκπαιδευτικών και μαθητών. Μια ποιοτική διερεύνηση της αποτελεσματικότητας και των προϋποθέσεων εφαρμογής της. *Επιστήμες Αγωγής, 1*, 7-35.
- Κουτσελίνη, Μ. (2006). *Διαφοροποίηση της διδασκαλίας, μάθησης σε τάξεις μικτής ικανότητας. Φιλοσοφία και έννοια, προσεγγίσεις και εφαρμογές*. Τόμος Α, Λευκωσία.
- Ματσαγγούρας, Η. (2008). *Εκπαιδύοντας παιδιά υψηλών ικανοτήτων μάθησης: Διαφοροποιημένη συνεκπαίδευση*. Gutenberg.
- Tomlinson, C. (2004). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας*. Γρηγόρη.
- Tomlinson, C. A. (2015). Πώς να διαφοροποιήσουμε τη διδασκαλία σε τάξεις μεικτής ικανότητας (μτφρ. Επιμ. Ε. Κορρέ). Εκδόσεις Γρηγόρη.

**Scientific Journals**

**Scientific Articles**

**Other**