

COURSE OUTLINE 76

1. GENERAL

SCHOOL	SOCIAL, POLITICAL AND ECONOMICS SCINCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	76	SEMESTER	6 th & 8 th
COURSE TITLE	Internship I: Teaching Internship		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHING HOURS PER WEEK EK	ECTS CREDITS	
	3	6	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Skill Development		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/438218/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Intended learning outcomes after successful completion of the course students will be able:

at the level of knowledge:

- be aware of the relevant national curricula (ΔΕΠΠΣ) concerning the utilization of media in the educational process,
- to know at least four basic tools of analysis of the educational field,
- to describe the steps that must be followed in designing an experimental teaching
- to familiarize with various models and teaching methods
- to illustrate key criteria for evaluating the educational scenario

at the level of ability:

- to design a training scenario oriented towards school legislation
- to organize short educational field observation for recording students ‘ educational capital
- to design teaching and learning resources/material that will provide solutions for teaching
- to evaluate the experimental teaching based on criteria that have been studied for assessing educational scenarios

at the level of skills:

- to make short teaching lessons designed according to the methodology etc.
- to create and deliver an educational scenario based on the specifications discussed in the lesson
- to draw up a final report reflecting on the teaching carried out

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

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

Critical thinking

Promoting free, creative and inductive reasoning

The course aims at the following general competencies:

- Search, gather, analyze, and synthesize data for a media project
- Support for educational scenario
- Individual work
- Teamwork
- Creative production of a educational material
- Working in an interdisciplinary environment
- Promoting free, creative, documented, responsible and critical thinking
- Reflection ability for the work you have done and the teaching done

3. COURSE CONTENT

In this course students are trained in the necessary procedures for the planning, organization, implementation and evaluation of teaching, as well as in making new media and digital technologies as anticipated in the national curriculum (ΔΕΠΠΣ) for primary education. Applied organization of the course is offered, so that students, through their active participation, create in- practice training materials for e-learning. For better organization of the process, groups of 5 to 6 people will be formed. At the same time, each student group in collaboration with the class teacher and the supervisor:

1. will establish a teaching theme with the original utilization of the new media,
2. will proceed to the teaching transformation of matter, in accordance with the methodology proposed and
3. implement teaching in the classroom.

Practical exercises are structured into the following stages:

1 st stage: Analysis of the didactic field: analysis of the reference group and the field of study through observation with specific tools. Students attend and participate for 2 weeks in the classroom of their educational advisor, in which they have been ranked in order to get to know the class in general and the students more focused, Interests, skills and competences in the Media and to design, organize and implement a focused educational intervention that corresponds to the real level and interests of the students

2nd stage: construction of necessary knowledge: the demarcation of personal goals is actualized (usually 1-2 targets), in conjunction with the subject under investigation and the examination of teaching approaches, in cooperation with the teacher and the teacher advisor (mentor). In addition, investigation of the thematic content and choice of teaching methodology and teaching means, e.g. WebQuest, interactive whiteboard, reportage, moral dilemma, which related to education in the media and electronic material. The special teaching methodology is demarcated by the student as a personal learning objective which is assessed by him/her after teaching in the classroom. At the same time, in order for students to deepen their knowledge of didactic methodology, they teach to their fellow students in the form of micro-instruction. Educational consultants (advisors) are invited to the University course and share in the process which functions partially as informal training. Student and educational co-operation class continues and assumes an advisory role.

3rd stage: Interactive-Stochastic preparation and design of teaching. Analysis of Video Micro-instructions: gradual completion of didactic transformation and digital materials, according to proposed methodology and writing of the curriculum scenario. On the basis of the counselling feedback from the teacher, the mentor (mentor) the students plan the teaching plan

4th stage: Actualizing the revised classroom instruction: Following from the above is the implementation of teaching in 2 to 4 classroom teaching hours (over 2 weeks). At this stage, mutual observation of students in groups can be made based on appropriate teaching analysis tools. In addition, the students begin writing the teaching 'scenario' according to the guidelines provided by the University.

5th stage: Supporting the teaching scenario: Students document the teaching design of the teaching by justifying their choices through bibliographic sources and the field analysis they made during the first phase.

6 th stage: Reflection and feedback on teaching: the educational circumstances of the trainee student (based on the individual educational calendar), b) the degree of achievement of the intended personnel, using a specific tool of thought, and c) the quality of the educational design and the formulation of individual conclusions For the professional development of students (based on the information of the coordinator and the responsible teacher of the internship).

7 th stage: Reviewing and finalizing the educational scenario: Students pillage in the final draft of the training scenario

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face</p>
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>For this course, the online e-class platform is used, on which online texts, digital study sources and work environments are put.</p> <p>Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.</p>
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p><i>Activity Workload/semester</i></p> <p>Lectures 39</p> <p>Elaboration of activities 21</p> <p>Study of bibliography 45</p> <p>Short essay writing 45</p> <p>Course total 150</p>
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>The students' evaluation is based on 3 axes:</p> <p>(a) the active participation of students in the educational process, which is ensured by their engagement in a specific work that is to be delivered as a prerequisite for the understanding of the content of the course</p> <p>(b) the participation of students in the daily schools' practice for 3-4 weeks,</p> <p>(c) the on-time delivery of the overall project, with all the types and completion of the internship</p>

5. SUGGESTED BIBLIOGRAPHY

Sofos, A. (2015). Designing teaching scenarios for students' practical training. Holistic model of exploratory and stochastic practice to enhance digital literacy within the context of Mentoring. Athens: Grigoris

Solomonidou H. (2006): New Trends in Educational Technology, Athens: Metaichmio

Vosniadou P. (2006): Children, Schools and Computers, Athens: Gutenberg

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	
Contact details:	
Supervisors: (1)	
Evaluation methods: (2)	
Implementation Instructions: (3)	

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment or/and exercises*

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.