

## Course Outline: “7112 - Teaching Life Skills in Education”

### 1. General information

<b>FACULTY/SCHOOL</b>	Physical Education, Sport Science & Nutrition		
<b>DEPARTMENT</b>	Nutrition & Dietetics		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>	<b>7112</b>	<b>SEMESTER</b>	<b>7<sup>th</sup></b>
<b>COURSE TITLE</b>	Teaching Life Skills in Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	2		
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>	<b>2</b>	<b>3</b>	
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific Expertise Skills Development General Knowledge		
<b>PREREQUISITE COURSES</b>	No		
<b>LANGUAGE OF INSTRUCTION</b>	Greek		
<b>LANGUAGE OF EXAMINATION/ASSESSMENT</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p><b>APPENDIX A</b></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i></li> <li>• <i>Descriptive indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and</i></li> </ul> <p><b>APPENDIX B</b></p> <ul style="list-style-type: none"> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of this course is to present basic concepts of Teaching and in particular strategies for organizing and realizing a didactic design, through students' acquisition of knowledge and skills that will help them to promote the effectiveness of school learning.</p> <p><u>Expected learning outcomes</u></p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>- To recognize and define pedagogical and didactic concepts</li> <li>- To clarify basic terms and principles regarding Teaching</li> <li>- To analyze the learning content, teaching methods and forms in a critical way</li> <li>- To set teaching goals</li> <li>- To explain the learning process in the school classroom and its distinct phases</li> <li>- To distinguish teachers' and students' roles</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>

<i>information by the use of appropriate technologies, Adapting to new situations Decision-making Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment Introduction of innovative research</i>	<i>Respect for diversity and multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking ..... (Other.....citizenship, spiritual freedom, social awareness, altruism etc.) .....</i>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information by the use of appropriate technologies</li> <li>• Individual/Independent work</li> <li>• Group/Team work</li> <li>• Critical thinking</li> <li>• Respect for diversity and multiculturalism</li> <li>• Social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Development of free, creative and inductive thinking</li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. The conceptual definition of Teaching</li> <li>2. Teacher's roles and teaching skills</li> <li>3. Teaching methods</li> <li>4. Means of teaching</li> <li>5. Curricula</li> <li>6. Didactic design – teaching phases</li> <li>7. Cognitive and metacognitive skills and strategies</li> <li>8. Problem solving</li> <li>9. Self-regulated learning</li> <li>10. Learning motivation</li> <li>11. Time management</li> <li>12. The pedagogical climate</li> <li>13. Classroom management and discipline</li> </ol>
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### 4. TEACHING METHODS - ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	Face-to-face, asynchronous distance education	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<ul style="list-style-type: none"> <li>• Use of the electronic platform e-class</li> <li>• Use of ICT in teaching and communication with students</li> </ul>	
<b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	<b>Activity/Method</b>	<b>Semester workload</b>
	Lectures	30
	Project (Didactic design)	20
	Independent learning	25
	<b>Total</b>	<b>75</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>	Final written exams (80%) including: <ul style="list-style-type: none"> <li>• Short- answer questions</li> </ul>	

<p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Written project (20%) including a didactic design</p>
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## 5. SUGGESTED BIBLIOGRAPHY

*-Suggested bibliography (in Greek):*

- Ματσαγγούρας, Η. (2000). *Στρατηγικές διδασκαλίας. Η κριτική σκέψη στη διδακτική πράξη*. Αθήνα: Gutenberg.
- Καψάλης, Α. & Νημά, Ε. (2008). *Σύγχρονη Διδακτική*. Θεσσαλονίκη: Εκδόσεις Κυριακίδη.

*-Related Scientific Journals: -*