

## Course Outline: “7114 - School Teaching Practice in Primary and Secondary Education Units”

### 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>7114</b>  | <b>SEMESTER</b>              | <b>7<sup>th</sup></b> |
| <b>COURSE TITLE</b>  | <b>School Teaching Practice in Primary and Secondary Education Units</b> |                              |                       |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br>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   |  | 4                            |                       |
|  |  |                              |                       |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>   |  | <b>4</b>                     | <b>4</b>              |
| <b>COURSE TYPE</b><br><i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>   | Scientific Expertise, 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 Teaching Practice of the students in Primary and Secondary Education Schools is connected to the attendance of courses or educational activities related to the science of Nutrition, Dietetics, Food and Health Education in Kindergartens, Primary Schools, High Schools and/or and High School of the Municipality of Trikala, as well as by conducting lessons in these schools (on behalf of the students, a combination of theory and teaching practice), with the main goal of acquiring teaching and pedagogical skills in real conditions.</p> <p>A part of the exercises takes place at the Department and includes the drafting of a lesson plan and/or educational activities, checklists, micro-teachings, observation, analysis, discussion of teaching objectives and results, utilization of ICT in the learning process, etc. Before the start of the internship, the students are systematically informed on a cognitive, methodological, didactic level, as well as on organizational issues of the Teaching Practice.</p> <p>The goals for the students are:</p> <ul style="list-style-type: none"> <li>to develop essential abilities and skills that will allow them to respond to today's educational requirements and the data of school life and teaching reality</li> </ul> |
|---|

- to be able to apply in the teaching practice the knowledge they acquired during their studies, and which concern the subject of their specialty
- be able to apply the use of ICT in the learning process and educational activities
- promote team-collaborative teaching and learning (where appropriate) as well as interpersonal relationships and communication in the classroom
- to arouse and maintain the interest of the students
- prevent and treat behavioral problems
- to self-assess in order to improve themselves as teachers
- be able to write a lesson plan and learning outcomes checklist

#### **General Competences**

*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?*

*Search for, analysis and synthesis of data and 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*

*Project planning and management*

*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.) .....*

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

### **3. COURSE CONTENT**

- In the first stage, students attend lessons/activities in real classrooms (without participating in the process), analyze case studies and are invited to conduct virtual micro-teachings with each other in the Department's premises. In this stage the students draw up the lesson plan and try to cope in the virtual classroom with anything that may arise.
- In the second stage, the students take over the actual class on their own and each one of the group teaches a one-hour lesson or organizes a real school activity, under the supervision of the school teacher, who assesses the student /three by filling in a special form provided by the responsible teacher of the Department. Again, students prepare the plan of the course they will teach, which belongs to the Analytical Curriculum (or the Interdisciplinary Unified Curriculum Framework) and concerns courses or educational activities related to Nutrition Education, Dietetics, Food and Health Education.
- In the third stage, the students are divided into groups where they share the experiences they gained from the second stage, proceed with their self-evaluation by completing a corresponding questionnaire, analyze case studies and complete the requirements of the Teaching Practice, each of them being asked to answer individually in an educational

scenario provided to them by the responsible professor of the Department.

- All the above stages are supervised by the responsible teacher of the Department who coordinates the Teaching Practice in Primary and Secondary Education School Units.

#### 4. TEACHING METHODS - ASSESSMENT

|  |  |                                 |
|--|--|---------------------------------|
| <p><b>MODES OF DELIVERY</b><br/><i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>   | In person, at the University and in the premises of the cooperating school units   |                                 |
| <p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b><br/><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>   | Use of ICT in teaching and communication with students (and support of the learning process through the e-class electronic platform)   |                                 |
| <p><b>COURSE DESIGN</b><br/><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></p>   | <p><b>Activity/Method</b></p>  | <p><b>Semester workload</b></p> |
|  | Attend lessons/activities in real classrooms (without participating in the process)  | 15                              |
|  | Theory - Virtual micro-tutorials   | 25                              |
|  | Teaching/organizing an activity in a real school classroom   | 20                              |
|  | Analysis of case studies   | 10                              |
|  | Self-assessment  | 10                              |
|  | Educational scenario work  | 20                              |
|  | <b>Total</b>   | <b>100</b>                      |
| <p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b><br/><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>Students are assessed:</p> <ul style="list-style-type: none"> <li>• in the second stage by the teacher of the collaborating school unit, who fills in a special form provided by the responsible professor of the Department who coordinates the process.</li> <li>• in the first and third stages by the responsible professor of the Department who coordinates the process.</li> </ul> |                                 |

#### 5. SUGGESTED BIBLIOGRAPHY

*-Suggested bibliography:*

- Σχεδιάζοντας σενάρια διδασκαλίας για την πρακτική άσκηση των φοιτητών, Σοφός Αλιβίζος, ISBN: 9789603339083.
- Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται (Προτάσεις Υποστήριξης της Πρακτικής τους Άσκησης), Αυγητίδου Σοφία (επιμ.), Τζεκάκη Μαριάννα (επιμ.), Τσάφος Βασίλης (επιμ.), Ανδρούσου Αλεξάνδρα, Γουργιώτου Έφη, Γρηγοριάδης Αθανάσιος, Κακανά Δόμνα-Μίκα, Κορτέση-Δαφέρμου Χαρά, Καμπεζά Μαρία, Μιχαλοπούλου Κατερίνα, Μπιρμπίλη Μαρία, Μπότσογλου Φένια, Παπανδρέου Μαρία, Ρεκαλίδου Γαλήνη, Σφυρόερα Μαρία, ISBN: 9789600117967.
- Ο Αρχάριος Εκπαιδευτικός Ενώπιον της Διδασκαλίας, Goethals, M. Serra - Howard, Rose A. - Sanders, Marie M., ISBN: 9789609732031.