

**ΠΑΚ007– TEACHING INTERNSHIP/PRACTICE
COURSE OUTCOME**

1. GENERAL

INSTITUTION	UNIVERSITY OF THESSALY		
SCHOOL	SCHOOL OF TECHNOLOGY		
DEPARTMENT	FORESTRY, WOOD SCIENCES & DESIGN		
STUDY LEVEL	<i>Pedagogical and Teaching Training Certification Study Program</i>		
COURSE CODE	ΠΑΚ007	SEMESTER	10th
COURSE TITLE	Teaching Internship / Practice		
SELF-ENDED TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
THEORITICAL PART		2	
TOTAL		2	2
COURSE TYPE	MANDATORY		
PREREQUISITE COURSES	NO		
TEACHING AND EXAMINATION LANGUAGE	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	It will be created by the electronic support services of the University of Thessaly		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose of the course is the acquisition of knowledge and the development of students' skills in providing specialized knowledge in the field of teaching so that students are able to know the theoretical framework of teaching as an independent scientific field.</p> <p>Students will also be able to:</p> <ul style="list-style-type: none"> • report issues related to the operation of the educational unit, • explain and accept the factors that contribute to the development of a good climate in the school classroom, • apply techniques to develop creativity, • describe assessment models and formats.
General Skills
<p>You will also be able to:</p> <ul style="list-style-type: none"> • define the concept of microteaching, • structure, plan and carry out a microteaching, • apply teaching skills, • self-evaluate microteaching, • adopt feedback comments in microteaching, • evaluate and comment on the elements of a teaching.

3. COURSE CONTENT

<p>In addition to skills in learning design, it is important for students to know the characteristics and components of the educational community and to develop skills in teaching implementation. Topics such as the school classroom as a community of interest, organization - planning of teaching, interpersonal relationships in the classroom, evaluation in education, the cultivation of critical and</p>

creative thinking, the framework for planning and implementing microteaching, the implementation of microteaching and finally observation, analysis and evaluation of microteaching. Also, the course aims to acquaint the students with the reality of teaching young people and teenagers. This familiarity is achieved through their practical training on the one hand with methodical monitoring of the educational/pedagogical process in the classroom by the consultant-professor and parallel teaching in the Department. The Internship of the students aims to promote didactic, pedagogical and educational research. An attempt is made to connect theoretical knowledge with practical application in the classroom and familiarization with modern educational reality. It takes place in educational units of the public and private sector.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	In combination, educational methods and techniques are applied that aim to strengthen the active participation of students and that give the greatest possible effectiveness to "face-to-face" teaching: Enriched presentation, questions - answers, discussion, working groups.									
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Flexible and alternative use of supervisory means that utilize ICT: PC (multimedia PC), video data projector, internet, asynchronous distance learning platform (e-class).									
TEACHING ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Independent Study</td> <td>124</td> </tr> <tr> <td>Total Course (25 workload hours per credit unit)</td> <td>150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	26	Independent Study	124	Total Course (25 workload hours per credit unit)	150	
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STUDENTS EVALUATION	The evaluation of the students will be carried out as follows: a) with their active participation in the educational process (weight 5%), b) by presenting the microteaching in the room and receiving feedback comments (weight 45%), and finally c) practical training in an educational unit, a total of 12 hours (weight 50%).									

5. RECOMMENDED BIBLIOGRAPHY

- Δημητριάδου, Κ. (2016). *Νέοι προσανατολισμοί της διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις του 21ου αιώνα*. Αθήνα: Gutenberg.
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- Κουλουμπαρίτση, Αλεξάνδρα Χ. (2011). *Αναλυτικό πρόγραμμα και διδακτικός σχεδιασμός: Θεωρητικές αναζητήσεις και παραδείγματα εφαρμογών από το σχολείο*. Αθήνα: Γρηγόρη.
- Ματσαγγούρας, Η. (2005). *Στρατηγικές Διδασκαλίας. Η Κριτική Σκέψη στη Διδακτική Πράξη*. Αθήνα: Gutenberg.
- Τοκατλίδου, Β., (2003). *Γλώσσα, επικοινωνία και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.
- Φλουρής, Γ., (2000). *Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης*. Αθήνα: Γρηγόρης.
- Χασάπης, Δ., (2000). *Σχεδιασμός, οργάνωση, εφαρμογή και αξιολόγηση προγραμμάτων επαγγελματικής κατάρτισης: μεθοδολογικές αρχές και κριτήρια ποιότητας*. Αθήνα: Μεταίχιμο.
- Spiliotopoulou-Papantoniou, V., (2011). *The Changing Role of Visual Representations as a Tool for Research & Learning*, Nova Publishers Inc, United States.