

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΠΡΑΚ 501	SEMESTER	(From) 7th
COURSE TITLE	Practical Teaching Excersice		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised / skills development		
PREREQUISITE COURSES:	-Sociology of Education -Teaching Sociology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	e-learn		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students are invited to apply the theoretical -general pedagogical and specific teaching- knowledge they have acquired, within real learning process conditions (in a school unit), in order to achieve the following results:

- Familiarity with the school environment (spaces, communities, curricula)
- Knowledge of the individual functions of school life (pedagogical, administrative, collective, etc.)
- Familiarity with the school classroom and assimilation of the learning process
- Connection of theoretical knowledge of sociology with school education and the corresponding taught subjects

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Adapting to new situations
 Working in an interdisciplinary environment
 Working independently
 Criticism and self-criticism
 -
 Connecting theory and social educational reality
 Gaining professional experience
 Developing professional skills

(3) SYLLABUS

A. Introductory courses to the Department: In these, students are invited to recall the knowledge and skills they acquired from the prerequisites - according to the Department's Pedagogical Competency Program - courses of Theoretical Pedagogical Training and Special Teaching (Sociology).

B. Practical Teaching Practice in a School Unit: The practice requires at least (13) days of students' presence in the School Unit. This number is proportional and must be distributed over approximately 1 day per week, during the semester of its implementation. During these days, students:

- are fully integrated into school life, participating in all school activities (administrative work, teachers' association meetings, extracurricular activities - celebrations, etc.), in consultation and coordination with the Director of the School Unit.
- plan to attend (26) hours of teaching courses under the responsibility of teachers of PE78 (Social Sciences), in consultation and coordination with the Sociologist-Educator. In the event that the minimum number of hours of attendance is not completed, the duration of the internship is extended until these hours are completed
- prepare and proceed to conduct 2 autonomous Teachings in the school classroom -by each student-, in consultation and coordination with the teacher / Program Manager and the Sociologist-Educator of the school.

C. Feedback courses: In these, which follow the completion of the Practical Teaching Internship in the school unit, students provide feedback on the knowledge and experience they have acquired, through the evaluation of their internship as well as through the process of self-evaluation as potential teachers.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face Internship / Practical teaching in a school unit	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Yes	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester workload (in hours)
	Lectures	20%
	Internship in a school unit	40%
	Homework besides final assessment (readings)	20%
	Preparing paper and bibliography	5%
	paper	15%
	Course total	100%
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Evaluation is based on the assignments and documents that they must write and complete, in accordance with the above in both printed and electronic form. Specifically, students will deliver, in electronic and/or printed form: • (2) teaching plans that they created and implemented in the school unit. • Exercise diary, signed by the Director of the School Unit and the teacher. • (2) Evaluation Forms by the Director of the School Unit and the teacher respectively. In order for the Practical Teaching Exercise to be considered complete, all of the above documents must be submitted, Individual assignments for the completion of the exercise, in case they are deemed necessary for the full completion of the exercise.	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:
<i>*For practical teaching exercise, no additional bibliography is recommended, beyond that suggested in the prerequisite courses of (general) Theoretical Pedagogical Training and (special) Sociology Teaching. The creation of teaching plans is based on the material and bibliography included in the secondary education textbooks. However, for the recovery or completion of relevant scientific knowledge, the following are recommended:</i> DIMITRIADOU K., <i>New Directions in Teaching. Adapting Teaching to the Educational Challenges of the 21st Century</i>, Gutenberg Publishing House, Athens, 2016. PIGIAKI P., <i>Preparation, Planning and Evaluation of Teaching. Teaching Methodology</i>, Gregory Publishing House, Athens, 2004.
Related academic journals:
Didactic Journal of Sociology and Anthropology (DJSA)