

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PDE 101	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	APPLIED TEACHING		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		1	2
Laboratory exercises		2	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective / Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/">https://eclass.aegean.gr/courses/</a>		

### (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

At the end of this course students will be able to:

- Connect the theoretical knowledge with the experience from the practice, focusing on the modern orientations of the Didactics of Informatics and Media Pedagogy.
- Analyze the concept of digital literacy or Media literacy.
- Familiarize themselves with their future professional space and the work of the teacher so that they are aware of the issues of digital media taught in school.
- Utilize various pedagogical approaches that promote didactic modernity in the teaching of Informatics and digital technologies, the spirit of innovation as well as free thought and expression and the general democratization of the classroom and the school.
- Enter gradually and systematically in the exercise of the basic areas of their daily professional activity: Planning, execution and evaluation of the teaching-learning process.
- Plan lessons justifying their methodological choices, launching activities for cultivating digital skills and computational thinking as well as teaching evaluation techniques, for the holistic development of students, their future work activities, but also for everyday life.
- Develop lessons for primary and secondary school students as well as skills of observation, description, comprehension, interpretation and critical analysis of the teaching practice and

- the real conditions and conditions of the educational work in the classroom.
- Cultivate an exploratory, critical and responsible pedagogical attitude towards digital media, choosing appropriate teaching strategies and tools, based on the inquiry approach for the teaching of Informatics and digital technologies.
- Form a professional consciousness and identity as a Reflective Teacher.
- Realize, modify, expand and systematize their personal pedagogical theory constantly. Based on this, they will be able to formulate responsibly and effectively and to evaluate with a self-critical disposition their pedagogical-teaching practice.

### 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?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
 .....  
*Others...*  
 .....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Team work
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- Decision-making
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- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

This course concerns the practical application and utilization of the knowledge, skills and abilities acquired by students in previous similar courses, such as Basic Principles of Teaching and Introduction to Educational Technology. In particular, this course examines issues related to the teaching of Informatics and Media Pedagogy in both Primary and Secondary Education (teaching objectives, content selection, teaching strategies, learning and assessment processes) and in laboratory teaching (laboratory exercises in Informatics). More specifically, this course discusses the following topics: (a) the modern orientations of Didactics of Informatics and Media Pedagogy, (b) Digital literacy or Media literacy, (c) the practical-experiential knowledge of students about concepts of digital technologies (d) didactic approaches to Informatics and Media Pedagogy, (e) modern approaches to digital technologies and software use, and (f) development of digital educational materials. In addition, students carry out practical assignments in schools which consist of teaching observation and elaboration of work that includes undertaking a teaching topic using digital media and the didactic transformation of the topic according to the proposed methodology and application of teaching in the class. Finally, the observation tool as well as the results of the teaching observation and its evaluation are presented in the plenary of the course. For the best organization of the course, groups of 3-5 people are created and each group of students collaborates with the class teacher and the supervising teacher. The ultimate goal is to use alternative pedagogical approaches to design and implement a different holistic teaching proposal based on qualities such as creativity, dialectic, imagination, emotion, inspiration, intuition, respect to diversity, reflection, spirituality and wisdom, among others.

Lectures:

1. Introductory terms of applied teaching. Modern orientations of Teaching of Informatics and Media Pedagogy with or without the use of computer.
2. Applications of the curriculum and learning contents in the teaching of Informatics and digital technologies.
3. Teaching approaches for the implementation of IT teaching in the classroom. Selection of a specific didactic approach. Organization of the teaching-learning process.
4. [*Attendance of teaching in the collaborating schools*]. Organization of the physical learning environment (space - teaching - communication).
5. [*Attendance of teaching in the collaborating schools*]. Interpersonal relationships and communication in the classroom
6. [*Attendance of teaching in the collaborating schools*]. Prevention and treatment of behavioral problems.
7. [*Attendance of teaching in the collaborating schools*]. Triggering and maintaining the interest of students.
8. [*Attendance of teaching in the collaborating schools*]. Didactic design of teaching. Organization and implementation of differentiated teaching. Purpose - Objectives. Teaching units - Teaching hour. Teaching phases (depending on the method). Timetable.
9. [*Carrying out pilot teaching in the collaborating schools*]. Creating a lesson plan or teaching scenario: Subject - Classroom - Age. Short summary. Objectives. Prior knowledge / Prerequisite knowledge of students. Teaching process. Teaching methods, teaching mode or teaching style based on the chosen pedagogical approach. Teaching materials. Implementation phases. Evaluation. Observations. Creating Worksheets and Evaluation Sheets.
10. [*Carrying out pilot teaching in the collaborating schools*]. Management of teaching time and working groups.
11. [*Carrying out pilot teaching in the collaborating schools*]. Monitoring - Completion of Observation Sheets. Presentation. Reflection of students. Course Portfolio preparation.
12. [*Carrying out pilot teaching in the collaborating schools*]. Multiculturalism, Inter-scientificity and Interdisciplinarity.
13. [*Carrying out pilot teaching in the collaborating schools*]. The concept of teaching effectiveness. Evaluation of the daily teaching program.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																							
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Using open access software for laboratory exercises.																							
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13 *1 hours =13 hours</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>13*3 hours = 39 hours</td> </tr> <tr> <td>Practice</td> <td>13*2 hours = 26 hours</td> </tr> <tr> <td>Essay writing</td> <td>68 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>146 hours</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	13 *1 hours =13 hours	Study and analysis of bibliography	13*3 hours = 39 hours	Practice	13*2 hours = 26 hours	Essay writing	68 hours											Course total	<b>146 hours</b>
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of the course is done with the method of continuous formative evaluation through the realization of the following steps by groups of 3-5 students, with the production of corresponding reports / observation sheets:</p> <ol style="list-style-type: none"> <li>1. Initially, in the course we analyze and organize the teaching-learning process that each group will follow. Here the first working report is produced that the groups present in the classroom for discussion and feedback.</li> <li>2. The next stage is teaching observation in school classrooms by one group per class. Each member of the group performs the observation during a teaching hour and records those observations that concern the teaching-learning process. The observations and their interpretation are recorded by the groups in a special observation sheet (approximately 3-5 pages), with the help of relevant literature. Each group performs a total of 3-5 observations in respective classes that they are going to teach afterwards and completes the respective observation sheets. Then, presentation and discussion of the class observations and experiences are taking place in the course classroom. Questions and concerns of the groups are examined, based on the theoretical framework that each group has formed.</li> <li>3. Finally, the realization of teaching is carried out during the last 5 weeks of the semester. Each member of the group teaches in a classroom and all the other members of the group attend the teaching of each member. The same procedure is followed as in step 2 regarding the recording and presentation of this teaching experience in the plenary of the course.</li> </ol>																							

	<p>There are no final written exams.</p> <p>The above procedure is mandatory for the successful completion of the course. The weight of each step in the final grade of the course is 30% respectively. The obligatory presentation of the reports / observation sheets at the time of the lesson is considered very important. Of particular importance in the assessment of the student is also his / her ability to use the theoretical knowledge for the description, analysis, interpretation and evaluation of the teaching practice. The responsibility, interest and active participation of the student are also taken into account for his / her overall evaluation (10%).</p> <p>Based on the above three steps, students, working in groups, gradually develop an 'electronic course portfolio' which reflects in detail all the theoretical &amp; practical experience gained from all this process they followed during the semester.</p> <p>The evaluation criteria are made known during the first lecture and are also clearly formulated in the course syllabus which is uploaded in the e-class platform (the course webpage). The dates of class observations and teaching at the school are also posted on the eClass platform.</p>
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## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Altrichter, H., Posch, P., & Somekh, B. (2001). *Οι εκπαιδευτικοί ερευνούν το έργο τους: Μια εισαγωγή στις μεθόδους της έρευνας δράσης*. Μτφρ. Μ. Δεληγιάννη. Αθήνα: Μεταίχιμο. (Κωδικός βιβλίου στον Εύδοξο: 24221).
- Γούναρη, Π. & Γρόλλιος Γ. (επιμ.) (2010). *Κριτική Παιδαγωγική: μια συλλογή κειμένων*. Αθήνα: Gutenberg.
- Γρηγοριάδου, Γόγουλου, Γουλή, Γλέζου, Μπούμπουκα, Παπανικολάου, Τσαγκάνου, Κανίδης, Δουκάκης, Φράγκου, Βεργίνης (2009). *Διδακτικές Προσεγγίσεις και Εργαλεία για τη διδασκαλία της Πληροφορικής*. Εκδόσεις: ΕΚΔΟΣΕΙΣ ΝΕΩΝ ΤΕΧΝΟΛΟΓΙΩΝ, ISBN: 978-960-6759-23-9, (Κωδικός βιβλίου στον Εύδοξο: 2606).
- Goethals, M.S., Howard, R.A., & Sanders, M.M. (2013). *Ο αρχάριος εκπαιδευτικός ενόπιον της διδασκαλίας: Μια δοκιμή προσέγγισης στην αναστοχαστική διδακτική πράξη*. Επιμ. Γ. Σπανός, Μτφρ. Α. Αργυροπούλου & Ρ. Ευριπίδου. Αθήνα: Εκδόσεις DaVinci. (Κωδικός βιβλίου στον Εύδοξο: 22767861).
- Κορδάκη, Μ., Μάνεσης, Ν. & Νταραντούμης Θ. (2017). *Μάθε ψηφιακά, Παίζοντας συνεργατικά*. Εκδ. ΓΡΗΓΟΡΗ, Αθήνα.
- Ματσαγγούρας, Η. (2009). *Σχολική τάξη*. Αθήνα: Εκδόσεις Gutenberg.
- Παντελιάδου, Σ., & Φιλιππάτου, Δ. (Επιμ.) (2013). *Διαφοροποιημένη διδασκαλία. Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές*. Αθήνα: Πεδίο. (Κωδικός Βιβλίου στον Εύδοξο: 22703657).
- Γεώργιος Στυλιάρης & Βικτωρία Δήμου (2016). *Διδακτική της πληροφορικής. Πληροφορική στη Γενική και Ειδική Αγωγή – Η Συμβολή του Διαδικτύου και του Web 2.0*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/722>. ISBN: 978-960-603-088-8, (αρ. Εύδοξος: 320036).
- Τριλιανός, Α. (2013). *Διδακτική Μεθοδολογία*. Αθήνα: Εκδόσεις Μονοπρόσωπη Μπαμπούνης.

- Houssaye, J. (επιμ.) (2000). *Δεκαπέντε παιδαγωγοί. Σταθμοί στην ιστορία της παιδαγωγικής σκέψης*. Μτφρ. Δ. Καρακατσάνη. Αθήνα, Μεταίχμιο.
- Paulo Freire (2006). *Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν*. Εκδόσεις Επίκεντρο, ISBN: 978-960-6647-91-8, (αρ. Εύδοξος: 14920).
- Φύκαρης, Ι. (2010). *Σύγχρονες διαστάσεις του διδακτικού έργου και ρόλο του εκπαιδευτικού*. Θεσσαλονίκη: Εκδόσεις Αφοί Κυριακίδη.

- *Related academic journals:*

- Journal of teaching and learning
- Journal of Teaching and Learning with Technology
- International Journal of Learning, Teaching and Educational Research
- Educational Research
- Teaching and Learning Inquiry
- Journal of Research in Innovative Teaching & Learning
- International Review of Research in Open and Distributed Learning
- Computers in Human Behavior
- Computers & Education
- International Journal of Computer-Supported Collaborative Learning
- Int. J. of Educational Technology in Higher Education
- International Journal on Interactive Learning Environments
- International Journal of Emerging Technologies in Learning
- Journal of Educational Technology & Society
- Journal of Computer Assisted Learning
- IEEE Transactions on Education
- International Journal of Learning Technology
- Journal of Interactive Learning Research