



# UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> EDUC-569	<b>Course Title</b> Qualitative teaching: Research Approaches and outcomes	<b>ECTS Credits</b> 9
<b>Department</b> Education	<b>Semester</b> Fall	<b>Prerequisites</b>
<b>Type of Course</b> Required	<b>Field</b> Teaching Methodology	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 2 <sup>nd</sup> Cycle	<b>Year of Study</b> Second	<b>Lecturer(s)</b> Dr John Salvaras
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

## Objectives of the course:

The course aims to help students to:

- Delimit the content of qualitative teaching on the bases of research approaches to manshaping outcome, the quality of the final outcome and the meeting of the «customer»'s needs and expectations.
- Form a framework of leading lines for ensuring quality in teaching. Particularly, in this issue the course aims to examine:
  - The teaching model of behaviorism, neobehaviorism, cognition and structuralism in the following levels: science, teaching principles, teaching planning and teaching practice.
  - The teaching strategies of behaviorism (small steps strategy, preactively meeting difficulties, overlearning), neobehaviorism (cognitive learning: reciprocity, choise of difficulty levelself-control), the cognitive approach (a priori organization, guided discovery, inquiry, analysis of learning styles) and structuralism (production of knowledge, use of prior knowledges, attention and speaking, writing and metawritting procedures, group work, deviant production, self-designing, work planning).
  - Evaluation: its impact on: (i) children' s development through the construction of a whole set of indicators of teaching quality, (ii) children's achievement on the bases of types of teaching products, (iii) the function of teaching on the bases of the distribution of the decisions concerning the teaching between teacher and pupils and (iv) the pupils' assessment for "when they learn well" aiming to find out criteria of teaching quality.
- Discuss dilemmas of choices for choosing didactical targets, the content organization, the teaching method, the use of teaching means, the differentiation of teaching, the evaluation of teaching, the motivation of pupils etc. for ensuring the teaching quality by forming a whole set of indicators of teaching quality.

- Develop expertise in writing a spectrum of planning qualitative teaching and write plans for evaluation the quality of teaching strategies on the bases of the research approaches of the manshaping outcome, the quality of the final outcome and the meeting of the children' s expectations and needs.

#### **Learning outcomes:**

With the completion of the course, it is expected to help students to:

- Define the content of qualitative teaching on the basis of research: a person' s efficacy, quality of the final outcome and meeting children' s expectations and needs.
- Form the framework of future practice by studying teaching models and strategies in order finding out criteria of qualitative teaching.
- Study dilemmas concerning choice of teaching targets, content organization, teaching methods, use of teaching means, differentiation of teaching, evaluation of teaching, motivation of pupils etc. for ensuring quality of teaching in the form of indicators.
- Develop expertise concerning the composing of qualitative teaching plans (programming, application, evaluation).
- Compose research plans for the control of the quality of teaching strategies on the bases of research directions.

#### **Course content:**

- Delimitation of the qualitative research on the bases of the research approaches: the manshaping efficacy, the quality of the final outcome and the meeting of customer' s expectations and needs (pupils, parents, etc.)
- Analysis of teaching models and strategies. Evaluation of their contribution to the development of children (cognitive, social, emotional), the children' s achievement, their taking part in decision making and their appraisal for "when they learn well". Formation of a directional lines framework and finding out of criteria of qualitative teaching.
- Study choice dilemmas for ensuring the quality of teaching. Formation of qualitative teaching indicators.
- Development expertise for composing teaching plans in the form of a spectrum.
- Composition of research plans for the control of the quality of the teaching strategies and plans on the bases of the research directions.

#### **Learning activities and teaching methods**

Lecture, behavior self-analysis, workshops, individual and group work, individual counseling, analysis of case studies, presentations of students, optically written programmes.

#### **Assessment methods**

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

#### **Textbooks/reading:**

Θεοφιλίδης, Χρ. (2009). *Ρωγμές στο παρόβουνο της παραδοσιακής διδασκαλίας*. Αθήνα: Εκδόσεις Γρηγόρη. Πλάτωνος Μένων.

- Bruner, J. (1960). *Η διαδικασία της παιδείας*. Μετάφραση Χρ. Κληρίδη. Αθήνα: Εκδόσεις Καραβία.
- Dewey, J. (1938). *Πείρα και αγωγή*. New York: Collier Books.
- Tomlinson, A. (2003). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας*. Μετάφραση Χρ. Θεοφιλίδη & Α. Μαρτίδου-Φορσιέ. Αθήνα: Εκδόσεις Γρηγόρη.
- Bruner, J. (1996). *The culture of education*. Cambridge, Mass: Harvard University Press.
- Pollard, A. (ed) (1999). *Readings for reflective teaching*. London: Continuum.
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- Ματθαίου, Δ. (2007). Ποιότητα στην εκπαίδευση: ιδεολογικές ορίζουσες, εννοιολογήσεις και πολιτικές- Μια συγκριτική θεώρηση, περιοδ. *Επιθεώρηση Εκπαιδευτικών Θεμάτων*, τευχ. 13, εκδ. Παιδαγωγικού Ινστιτούτου Ελλάδας, Αθήνα.
- Βαβουράκη, Α κ.ά (2007). Ευρωπαϊκές θέσεις για την ποιότητα στην εκπαίδευση, περιοδ. *Επιθεώρηση Εκπαιδευτικών θεμάτων*, τευχ. 13, εκδ. Παιδαγωγικού Ινστιτούτου Ελλάδας, Αθήνα.
- Σαλβαράς, Γ. και Σαλβαρά, Μ. (2007). *Μοντέλα και Στρατηγικές Διδασκαλίας*, εκδ. Ατραπός, Αθήνα.
- Σαλβαράς, Γ. και Σαλβαρά, Μ. (2009). *Διδακτικός Σχεδιασμός*, εκδ. Ατραπός, Αθήνα.
- Φλουρής, Γ. (2002). *Αναζητώντας ένα νέο πλαίσιο διαμόρφωσης αρχών σχολικής μάθησης και διδασκαλίας: επιπτώσεις στην εκπαιδευτική έρευνα, στο «Μάθηση και Διδασκαλία: σύγχρονες ερευνητικές προσεγγίσεις»* εκδ. Κέντρου Εκπαιδευτικής Έρευνας Ελλάδας, Αθήνα.

### English Bibliography

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- Cheng, Y. & Mok, M. (2008). What effective classroom? Towards a paradigm shift, *School Improvement*, Vol. 19, No. 4.
- Creemers, B. (2002). What effective classroom? Towards a paradigm shift, *School Improvement: Background, Theoretical Analysis and Outline of the Empirical Study*, *Educational Research and Evaluation*, Vol. 8, No. 4, pp. 343-362.
- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence, *Education Policy Analysis Archives*, Vol. 8, N.1.
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- Macnab, N. & Thomas, G. (2007). Quality in research and the significance of community assessment and peer review: education's idiosyncrasy, *International Journal of Research and Method in Education*, Vol. 30, No. 3.

- Maslowski, R. κ.ά. (2008). Much more than the effective classroom: a lifetime of research evaluation, improvement, and dissemination, *School Effectiveness and Social Improvement*, Vol. 19, No. 4.
- Newton, P. (2007). Clarifying the purposes of educational assessment, *Assessment in Education*, Vol. 14, No. 2.
- Sachs, J. (2003). Teacher Professional Standards: controlling or developing teaching? *Teachers and Teaching: theory and practice*, Vol. 9, No.2.
- Solzbacher, C. (2006). Improving learning competence in schools – what relevance does empirical research in this area have for teacher training? *European Journal of Teacher Education*, Vol. 29, No.4.
- Taylor, N. (2009). Standards-bases accountability in South Africa, *School Effectiveness and School Improvement*, Vol. 20, No. 3.
- Wurdinger, S. & Rudolph, J. (2009). Teaching Practices that Improve Student Learning: Five Experiential Approaches, *Journal of Teaching and Learning*, 2009, Vol. 6, No. 1.
- Yeigh, T. (2008). Quality Teaching & Professional Learning: Uncritical Reflections of a Critical Friend, *Australian Journal of Teacher Education*, Vol. 33, No. 2.

Επιλογή άρθρων από περιοδικά όπως:

Επιστήμες Αγωγής, Παιδαγωγική Επιθεώρηση, Cambridge Journal of Education, Educational Leadership, Educational Researcher, Educational Review, Learning and Instruction, Oxford Review of Education, The Curriculum Journal, The Journal of Educational Research.