



### University of Nicosia, Cyprus

<b>Course Code</b> EDUE-297	<b>Course Title</b> School Experience I	<b>ECTS Credits</b> 5
<b>Department</b> Pedagogical Studies	<b>Semester</b> Spring	<b>Prerequisites</b> None
<b>Type of Course</b> Required	<b>Field</b> Teaching-Methodology	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 2 <sup>nd</sup>	<b>Lecturer(s)</b> Angela Hadjipanteli
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None
<b>Recommended Optional Programme Components: N/A</b>		

### Objectives of the course:

The course of School Experience I aims to develop the required knowledge, skills and predispositions in the process of learning and teaching. Emphasis is placed on the articulation of an appropriate preparation and organization of an instruction as well as the class management. For the better effectiveness of the course, it gives the opportunity to students to visit a primary school once a week, for six continuous weeks as an observers studying the plural information according to defined teaching questions-matters in a particular class. With the completion of the course students will be able to:

- Compare and contrast teaching methods and approaches detecting the positive and negative components of each one.
- Analyze the quality of teaching knowledge and skills required for an effective instruction.
- Articulate the essential components of a lesson plan.
- Collect and plumb significant information for successful teaching episodes.
- Evaluate an instruction focusing their views on the organization of teaching environment as well as the teaching and communicative skills performed by the teacher.
- Describe the pluralistic roles of the teacher in the school environment.

### Learning outcomes:

### Course content:

1. Essential components of a qualitative instruction
2. Defining child-centered and teacher-centered methods
3. Techniques and approaches for the attraction and the retention of pupils' interest and concentration
4. Teaching skills regarding to the organization of the teaching environment
5. Characteristics-components of an effective oral description, explanation or storytelling

6. The use of the audio-visual materials within an instruction
7. How can the teacher consider the pupils' answers and opinions within an instruction
8. The art of the class questions – different types of questions – pyramid of Bloom
9. The pupil's ataxia in a class – different approaches of the discipline in a class
10. Writing, preparing and enacting a lesson plan

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

Lecture, workshops, micro-teaching, individual and group work, individual feedback, observations and case study analysis, student presentations, group teaching, visitation in schools, portfolio.

### **Assessment methods:**

Group teaching, feedback, individual research, collaborative work, presentations, individual assignment, professionalism and consistency in schools.

### **Required textbooks/reading:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Ματσαγγούρας, Η.	<i>Η σχολική τάξη – Τόμος Α'</i>	Αθήνα: Γρηγόρη	2003	978-960-333-208-4
Τμήμα Παιδαγωγικών Σπουδών	<i>Οδηγός Σχολικής Εμπειρίας</i>	Λευκωσία: Πανεπιστήμιο Λευκωσίας	2010	

### **Recommended Textbooks/Reading:**

<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Θεοφιλίδης, Χ.	<i>Η τέχνη των ερωτήσεων</i>	Αθήνα: Γρηγόρη	1988	960-222-039-2