



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUP-397	Course Title School Experience II	ECTS Credits 5
Department Pedagogical Studies	Semester Fall	Prerequisites EDUP-297
Type of Course Required	Field Teaching Methodology	Language of Instruction Greek
Level of Course 1 st Cycle	Year of Study 3 rd	Lecturer(s) Michaelidou Antonia
Mode of Delivery face-to-face	Work Placement Twice per week for 9 consecutive weeks/observation	Co-requisites None
Recommended Optional Programme Components: N/A		

Objectives of the course:

This course aims to sensitize students regarding the profession and the role of a pre primary educator. Emphasis is placed on various teaching methods, skills and pedagogical approaches (for example: emerging literacy, multicultural education, museum education, sex education, environmental education and aesthetics).

Students are expected to:

- Organize their teaching, mentioning the basic parts of a lesson and shift from one part to the other with a smooth and effective way.
- Apply teaching strategies and techniques that draw students' attention and interest, as well as their energetic participation in the learning procedure.
- Apply the different stages of the method known as "project".
- Use various teaching methods and approaches for effective teaching and learning.
- Realize the responsibilities of a pre primary teacher and reassure themselves for their decision.

Learning outcomes:

With the completion of the course students will be able to:

- Design, organize and apply lessons from all sectors of the Student Curriculum, adopting various teaching methods and approaches.
- Develop teaching skills that are associated with the organization of the learning environment, the class administration and the communication with students.
- Face their school experience with a more critical spirit.
- Think over the teaching methods, approaches and pedagogical decisions applied in the school.

Course content:

EDUP-397 (secondary level) is the transition from theory to practice and it is succeeded on the 5th semester. The basic knowing of this course is the fact that students are being given the opportunity to take over teaching in a pre primary school.

The course includes:

- **PART A:** A two-hour seminar on campus, that includes workshops and micro-teachings
- **PART B:** observation and teaching in pre primary schools for 9 consecutive weeks, 2 consecutive days per week.

PART A:

1. Overview of: the course syllabus, the rules and regulations of school experience and the philosophy of the course.
2. Responsibilities within the grounds of a pre primary school, programming of teaching,
3. Workshop: free play activities, disciplined activities
4. Environmental, sex and health education
5. Workshop: How to teach a poem
6. Emerging literacy through fairy tales, conversation, poetry, drama
7. Applying the method “project”
8. Workshop: Garbage as a source of inspiration and creation → a creative way to accomplish environmental awareness

PART B:

Part B will be carried out in parallel with Part A, within the grounds of a pre primary school. Students will be placed in schools for two consecutive days per week, for 9 weeks. Students must teach 2 lessons every second day (total 16 teachings). For each lesson, students must prepare a lesson plan (portfolio), which will then be given to the School Experience coordinator. During the School Experience two professors will visit each student for evaluation, guiding and feedback purposes.

Learning activities and teaching methods:

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations, videotaped programs, role playing.

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions, final examination, evaluation of teaching.

Required textbooks/reading:

Textbook with selected articles

Recommended Textbooks/Reading:

Αναστασάτος, Ν. (2005). Σχολείο και περιβάλλον: Από τη θεωρία στην πράξη. Αθήνα: Ατραπός

Δελικανάκη, Ν. Κοκολάκη, Ρ. Νοΐδου, Μ.(2000) Περιβαλλοντική Εκπαίδευση στην Προσχολική Ηλικία Αθήνα: Ελληνικά Γράμματα

Θεοδοσιάδου, Μ. (2001) Όλα για το παιδί. Λευκωσία

Θεοφιλίδης. Χ & Μελετίου(2002). Η αποτελεσματική νηπιαγωγός. Λευκωσία: Λειβαδιώτη

Λιαράκου,Γ. & φλογαίτη,Ε. (2007) Από την Περιβαλλοντική Εκπαίδευση στην εκπαίδευση για την Αειφόρο Ανάπτυξη Αθήνα: Νήσος

Ναούμ, Ε. & Παπαμιχαήλ, Γ. (2005). Θεματικές προσεγγίσεις σχέδια εργασίας για το νηπιαγωγείο. Αθήνα: Ελληνικά Γράμματα.

Ντολιοπούλου,Ε. (2005) Η Εφαρμογή της Μεθόδου Project σε Ελληνικά Νηπιαγωγεία. Αθήνα: Τηπωθήτω

Ταμουτσέλη, Κ. (2009) Περιβαλλοντική Εκπαίδευση και Σχολικός χώρος. Αθήνα: Επίκεντρο

Judy, H. & Lilian, K (2002). Μέθοδος Project και Προσχολική Εκπαίδευση. Αθήνα: Μεταίχμιο