ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
ΙΔΡΥΘΕΝ ΤΟ 1837

DEPARTMENT OF
INFORMATICS &
TELECOMMUNICATIONS

INSTITUTION	NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS					
SCHOOL	SCHOOL OF SCIENCE					
DEPARTMENT	INFORMATICS AND TELECOMMUNICATIONS					
COURSE LEVEL	UNDERGRADUATE					
COURSE TITLE	**School Classroom and Microteaching**					
COURSE CODE	ΥΣ21	Semester	8	ECTS	6	
TEACHING HOURS per week	THEORY	2	SEMINAR.		LABORATORY	2

COURSE TYPE	Select one of the following and delete the rest Electives (ΠΜ)
	<table><tr><th>K</th><th>E1</th><th>E2</th><th>E3</th><th>E4</th><th>E5</th><th>E6</th></tr><tr><td>A-B</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td></tr></table> *Fill the table as in the curriculum:* Track (A-Computer Science, B- Computer Engineering) / Specialization Compulsory (Y) / Core Specialization (B)/ Elective Specialization (E)

URL	https://eclass.uoa.gr/courses/DI458/
EXPECTED PRIOR KNOWLEDGE/ PREREQUISITES AND PREPARATION:	ΥΣ15 ICT in Learning ΥΣ10 Didactics of Informatics
TEACHING AND EXAMINATIONS LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO

COURSE CONTENT
The prospective teacher, besides skills in learning design, it is important to know the features and the main components of the classroom and school community and to develop skills in teaching. In the framework of the course related issues are studied such as: Teachers and their role, organization and management of the classroom, the classroom as a community of interest, organization and operation of school, design of teaching, interpersonal relationships in the classroom, evaluation in education, the cultivation of critical thinking and creative thinking, design of microteaching, application of microteaching, observation, analysis and evaluation of microteaching

STUDENT LEARNING OBJECTIVES
Expected Learning Outcomes Upon successful completion of the course the student will be able to: • describe issues related to school operation and management • explain and appreciate the factors that contribute to the development of a positive climate in the classroom • name and apply techniques to develop creativity in school • describe models and forms of evaluation in education • define and explain the principles of micoteaching • structure, design and perform a microteaching • apply teaching skills • self-assess her/his microteaching • adopt or ignore feedback comments concerning her/his microteaching and justify the proposed changes • evaluate and comment on specific parts of a teaching

TEACHING AND LEARNING METHODS - ASSESSMENT	
TEACHING METHOD	In Class (Face to Face)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Learning process supported by the e-class platform: course description, provision of material, announcements, messages, assignment/submission of activities, provision of feedback, discussions concerning the activities/assignments Email communication Live transmission of lectures Ability to track recorded lectures Utilization of Specialized Software during labs
TEACHING ORGANIZATION *Describe in detail the way and methods of teaching:* *Enhanced Lectures,* *Online Lectures,* *Seminars,* *Tutorial,* *Laboratory,* *Laboratory Exercise,* *Study & analysis of literature,* *Practice (Positioning),* *Interactive teaching,* *Developing a project,* *Individual / group work* *Telework (reference to tools) etc.* *Details of the student's study hours for each learning activity and hours of non-guided study are shown to ensure that the total workload at the semester corresponds to the ECTS*	The theoretical part of the course is taking place in a typical classroom using slides, videos and teaching methods that promote students active involvement and the elicitation of their prior knowledge such as brainstorming, Q & A, discussion and activities to introduce them in the subject. The practical part is taking place in a lab where dedicated software is used. The students are engaged in role-play techniques and case studies aiming to acquire knowledge to treat various conditions in school, attend and comment on microteachings, use computer-based educational tools / environments to cultivate creativity, peer review microteaching designs. Students implement their own microteaching in 2 phases: the initial design is presented and discussed in the whole classroom, revisions are made and then microteaching is taking place. The microteaching is recorded and kept in the student's digital portfolio. The

COURSE SYLLABUS

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	student self-assesses her/his microteaching and reflects upon the feedback s/he receives.

Activity	Student Workload (hours)
Lectures	26
Laboratory	26
Completion of lab activities	18
Observation and commentary on microteaching	10
Study	20
Personal assignment (design of microteaching in 2 phases, performance, self-assessment, reflection)	50
Total Course	*150*

ASSESSMENT OF STUDENTS
Description of the assessment process

Assessment Methods, Formative or Concluding, Multiple Choice Test, Quick Response Questions, Test Development Questions, Problem Solving, Written Work, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Other / Other

Fully defined evaluation criteria are mentioned and if and where they are accessible to students.

In the framework of the course formative and summative assessment is followed. For each lab activity, feedback is provided to each student. As feedback to the microteaching, they receive oral comments by all participants and dedicated form filled by the educator. The feedback is provided through eclass.

Assessment methods	Number	Percentage
Activities	9	20%
Microteaching	1	80%

LITERATURE AND STUDY MATERIALS / READING LIST

Προτεινόμενα συγγράμματα:

Καψάλης, Γ. Αχ. & Βρεττός, Γ. (2002). Μικροδιδασκαλία και άσκηση διδακτικών δεξιοτήτων. Αθήνα: Ατραπός.

Φλουρής Γ. (2000). Η αρχιτεκτονική της διδασκαλίας και η διαδικασία της μάθησης. Αθήνα: Εκδόσεις Γρηγόρη.