

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	635	<b>SEMESTER</b>	Z
<b>COURSE TITLE</b>	Practicum in Sociology 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>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	Sociology Teaching		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2019-635-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2019-635-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>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</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>	
<p>The main aim of the course is to provide students with theoretical and practical competence, so that they, as independent learners, will be able to make choices and justify them in connection with planning, preparation, evaluation, and further development of teaching and learning activities.</p>	
<p><i>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?</i></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Others...</i></p> <p><i>.....</i></p>
<p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Production of free, creative and inductive thinking</i></p>	

### (3) SYLLABUS

#### Content outline (13 weeks):

- Design and organization of teaching applications. Design and presentation of micro-teachings, individually and as team. Choices of models, methods and techniques for teaching sociology and social sciences. Critical evaluation and reflective procedures
- Practicum in secondary education environments

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

<b>DELIVERY</b>	<i>Face-to-face</i>		
<i>Face-to-face, Distance learning, etc.</i>	Attendance is mandatory. Only two absences are allowed.		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<i>Use of ICT in teaching</i>		
<i>Use of ICT in teaching, laboratory education, communication with students</i>			
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>	
<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>	<i>Micro-teaching</i>	39h	
	<i>Study and analysis of bibliography</i>	65h	
	<i>Assignments</i>	56h	
	<b>Course total</b>	<b>150</b>	
<b>STUDENT PERFORMANCE EVALUATION</b>	Assignments		
<i>Description of the evaluation procedure</i>	<ul style="list-style-type: none"> <li>• Bibliography consultation</li> <li>• Consolidating knowledge</li> <li>• Critical reconstruction of the information</li> <li>• Structure and organization of work</li> </ul>		
<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>			
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>			

### (5) ATTACHED BIBLIOGRAPHY -

#### Suggested and related bibliography:

- Giavimis, P. (2015). *Sociology: Didactic and sociological approaches*. Athens
- Kapsalis A. & Nima, E. (2008). *Modern Didactics*. -Kyriakidi Brothers Thessaloniki
- Joyce Br., Weil M., Calhoun E. (2009). *Teaching Methodology-didactical models*. Athens: Parikos
- DeCesare, M.(2002). The Lesson to be Learned: the Past Troubles and Future Promise of Teaching High School Sociology. *Teaching Sociology*, 30(3), 302-316.
- DeCesare, M.(2005). 95 Years of teaching high school Sociology. *Teaching Sociology*, 33, 236-251.
- Kossyvaki, F. (2003). *Alternative didactics: Proposals for the transition from the didactics of the object to the didactics of the active subject*. Athens: Gutenberg.

- Kouzelis, G. (1991). *From the experiential to the scientific world*. Athens: Review.
- Matsagouras, H. (2002). *Theory and practice of teaching. School class as space, team, discipline, method*. Athens: Grigoris.
- Matsagouras, H. (2002). *Theory of teaching. The personal theory as a framework for stochastic-critical analysis*. Athens: Gutenberg.
- Tatsis, N. (1999). *The teaching of sociological theory*. Athens: Gutenberg