

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MATHEMATICS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE PROGRAM		
<b>COURSE CODE</b>		<b>SEMESTER</b>	<b>G</b>
<b>COURSE TITLE</b>	THEORY AND PRACTICE OF TEACHING		
<b>INSTRUCTOR</b>	Andreas Papasalouros		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	4,5
<b>COURSE TYPE</b>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.math.aegean.gr/index.php/en/academics/undergraduate-programs">http://www.math.aegean.gr/index.php/en/academics/undergraduate-programs</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After the successful completion of the course, the students are expected to:</p> <ul style="list-style-type: none"> <li>• Know the basic theories concerning teaching</li> <li>• Know basic concepts of educational practice such as teacher-student and inter-student communication, teaching styles, and crisis management in schools.</li> <li>• Understand the concepts of Syllabus and Educational Objective.</li> <li>• Be able to apply a certain syllabus by developing certain teaching strategies that comprise the planning, the implementation, the measuring learning performance, and the evaluation of teaching.</li> <li>• Be able to prepare a structured micro-teaching session by applying the above in order to demonstrate their knowledge and skills in teaching.</li> </ul>
<b>General Competences</b>
Working independently. Team work. Working in an interdisciplinary environment.

### (3) SYLLABUS

<p>The aim of this course is the teaching of theoretical principles and methods as well as the practice of students in Mathematics instruction. Emphasis is given in theories, principles and best practice rules as well as in acquiring basic experience in teaching. The course comprises an introduction in basic theories and practices for the teaching of Mathematics.</p> <p>The course utilizes the technique of <i>microteaching</i>. This technique is widely used for practicing in teacher education and it aims at bridging the gap between educational theory and practice. Every student plans a short teaching session and he/she presents it before the teacher of the course and their fellow students. The teacher of the course and the students observe, constructively comment on every presentation, and make suggestions based on the theoretical principles that they have already been taught. Thus, the students of the course engage in a simulation of the authentic</p>
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teaching process and are acquainted with the real didactic problem they are going to encounter in a normal classroom.	
<b>TEACHING MATERIAL DISTRIBUTION</b>	The teaching material of the course is uniformly distributed during the semester.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Communication with students via e-mail	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Independent study	73,5
	Course total (25 per ECTS)	<b>112,5</b>
<b>COURSE COMMITMENTS</b>	Students, in collaboration with the instructor, are required to conduct at least one mini micro-teaching session in the class and submit the related course plans. Attending teaching lab sessions is obligatory. Attending course sessions in not obligatory.	
<b>STUDENT PERFORMANCE EVALUATION</b>	Student evaluation is performed in the Greek Language through a micro-teaching session which is performed in the classroom with the presence of fellow-students and the teacher of the course.	

#### (5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Elias Matsagouras, Theory and practice of teaching, Gutenberg, Athens 2011 (in Greek).</li> <li>2. Konstantinos Chatzidimou, Microteaching in Teacher Education through the Students' Perspective. In: P.M. Pumilia-Gnarini, E. Favaron, E. Pacetti, J. Bishop &amp; L. Guerra (eds.), Handbook of Research on Didactic Strategies and Technologies for Education: Incorporating Advancements. Volume I. Hershey PA: IGI Global, 2013.</li> </ol>
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