EE3 - Educational Practices

Tutor: Maria Nikolakaki

ECTS: 4.5

Short Description:

This course will examine the application of innovative practices in education, with particular emphasis on team teaching and interdisciplinary education. The aim is to investigate the relationship of the micro world of teaching and the macro-scale of the educational system.It also examines the role of the teacher as an agent of action and change.

Aims:

The course aims to explore the gap between educational practices in Greek schools, the discourses and rhetoric and the implementation.

To help students :

- Realise the need for unity of knowledge as opposed to fragmentation.
- Identify the diversity of recontextualised school knowledge versus scientific knowledge.
- Develop a holistic understanding of the articulation of educational praxis in a range of teaching styles;
- Develop the skills for making systematic analyses of the features of teaching styles in different contexts and the factors that determine such differences;
- Develop critical awareness of how rhetoric differs from implementation.

Learning Outcomes:

Students completing the course should be able to:

- evaluate teaching in comparison with group participation of the students.
- judge and evaluate interdisciplinary teaching.
- organise a team and interdisciplinary teaching context.
- realise the benefits of group cooperation.
- critically analyse and articulate the major teaching theories and models in relation to the different major educational traditions.

Structure:

The course is developed along two main principles: interdisciplinarity and team teaching.The interdisciplinary conceptualization of the construct of school knowledge is based on the concept of pericharaxis and sort by Basil Berntein is. The parameters of team teaching are then structured on the basis of the principles of teamwork teaching.

The course includes 13 three-hour interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics relating to their intended assignments; group work on approaches to comparative topics for assignments; student-led seminars on issues relating to the programme and guided workshops on use of data. The object of these sessions is to develop interaction and sustained debate so the group may learn from the wide range of collective professional and international experience of the staff and the students on the course.

Assessment:

Assessment will be through written examinations and a written assignment of 4-5,000 words on subjects connected with the course; a list of recommended titles will be provided.

Bibliography:

Francis, J. Buckley S.J. (2000). Team teaching-what, why, and how. London: Sage
Rowley, C, Cooper, H. (2009). Cross-curricular approaches to teaching and learning. London: Sage
Snell, M. E. & Janney, R. (2000). Collaborative teaming. Baltimore, MD: Paul H. Brookes.
West, M. A. (2012) Effective Teamwork: Practical Lessons from Organizational Research (3rd ed.). London: Wiley–Blackwell.
Woodfield, S. & Kennie, T. (2008) 'Teamwork' or 'Working as a Team'? The Theory and Practice of Top Team Working in UK Higher Education. Higher Education Quarterly, 62(4), 397–415.