

SEMESTER 4

COURSE OUTLINE

"Practical Exercise" (EDU700)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	EDU700	SEMESTER OF STUDY	Δ'
COURSE TITLE	Practical Exercise		
INDEPENDENT TEACHING ACTIVITIES <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDIT UNITS
SEMINARS AND LABORATORY EXERCISES		200 (total)	
FULL PRACTICAL TRAINING IN THE HOST INSTITUTION		300 (total)	
		TOTAL	30
<i>Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).</i>			
TYPE OF <i>general background, special background, specialization general knowledge, skills development</i>	Internship		
PREREQUISITE COURSES:	Completion of 90 credit hours		
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK		
THE COURSE IS OFFERED TO STUDENTS	NO		
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php		

(2) LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.

Consult Annex A

- Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Learning Outcomes Writing Comprehensive Guide

The implementation of Practical Training aims at the practical application of the theoretical scientific knowledge cultivated in the courses of the postgraduate programme and the familiarisation of students with potential workplaces, and mainly at the enhancement of the pedagogical and teaching skills of postgraduate students through the use of innovative theories and technologies.

The practice of the Curriculum "Special Education and New Technologies" is inextricably linked to the Programme's main objective of operationally integrating the inclusion/inclusive dimension in its Curriculum in order to fully harmonize it with modern - national and international - requirements for the promotion of inclusive/inclusive education and the removal of barriers to equal access to education for all students, including pupils with disabilities and/or special educational needs.

Supervised internships in host institutions linked to Special Education and Education (SEE), aim to:

- the development of opportunities for postgraduate students to enhance and use their scientific knowledge on learning and teaching issues in inclusive and special educational contexts on a professional level.
- the connection, in real-life conditions, of theoretical knowledge with the field of special education and inclusive education, as well as with issues related to the pedagogical management of diversity and special educational needs and other issues related to vulnerable social groups (e.g. refugees, migrants, etc.).
- providing opportunities for postgraduate students to attend seminars, sample teaching sessions, workshops by experts and practitioners who have many years of experience in the field of work they are interested in.
- to familiarize students with alternative forms of intervention (theatre, music, visual arts) and assistive technology in the education of people with disabilities and/or special educational needs.
- the cultivation of productive reflections and communication with the group around the students' experiences. Then, to practice the analysis of their experiences in the context of a co-working, an element considered a key pedagogical process.
- the development of a range of professional skills and experience and the acquisition of a substantial and credible work experience accepted by the labour market.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generating new research ideas

Project planning and management
Respect for diversity and
Respect for the natural environment
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Exercise of criticism and self-criticism
Promoting free, creative and inductive thinking
.....
Other...
.....

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork

- Working in an interdisciplinary environment

(3) COURSE CONTENT

Theoretical support/attendance of seminars (20 hours):

In the theoretical seminars, which are held at a distance, students have the opportunity to deepen their knowledge of the issues involved in the implementation of the internship, such as the definition of the programme, the completion of reports and the management of the workload. At the same time, the further theoretical knowledge offered regarding the general subject matter of Special Education and New Technologies equips students to successfully cope with this professional and supervised step.

The main objective of the theoretical support cycle is to prepare students for the space and the factors that make up the Internship context. At the same time, they will be supported with regard to the design of teaching or educational interventions as well as the implementation of their scientific work (e.g. issues of bibliographic references, types of research, research methodology, etc.).

Material Study - Preparation of deliverables - collaboration with supervisors (130 hours):

Cooperation with supervisors is an important condition that is maintained and strengthened throughout the internship. The cooperation between students and supervisors takes place on a regular basis as it is important to have dialogue, communication around issues and practices concerning students and their work in the host organisation. At the same time, fruitful communications assist in guiding the management of the given training material as well as contributing to the preparation of the deliverable record that includes the logs of the students' employment days.

Exercise - Field presence (300 hours):

Field placements include observation, lesson planning or educational interventions, participation in teaching, supervised and autonomous teaching, in specific learning environments, subject to appropriate preparation and supervision by the Coordinator/Supervisor and in collaboration with the responsible officers/teachers.

Indicatively, activities may include the following:

- standard processing tasks (e.g. taking a history, filling in documents, etc.).
- psycho-pedagogical evaluation.
- involvement in teaching.
- counselling sessions, individual or group.
- meetings of members of the interdisciplinary team.
- educational/educational activities.
- other actions or activities that fall within the professional tasks and skills of the specialised officials.

The employment agencies for the students' internships are the following:

- 1) General education school units attended by pupils with special educational needs and/or disabilities (morning and full-day).
- 2) Integration departments of general schools (Kindergartens, Primary Schools, Primary Schools, Secondary Schools, High Schools, Vocational High Schools).
- 3) School Units of Special Education and Education (Special Kindergartens, Special Primary Schools, Special Gymnasiums - Lyceums, Special Vocational Gymnasiums - Lyceums, E.E.E.E.K.).
- 4) Centre for Interdisciplinary Assessment of Counselling and Support (KEDASY, throughout working days and hours).
- 5) Medical and Pedagogical Centres.
- 6) Municipal Counselling Centres.
- 7) Day care centres (morning or afternoon).
- 8) Community Mental Health Centres.

- 9) Schools operating within public hospitals.
- 10) Institutions of Higher Education.
- 11) Museums, Art Institutions & Culture.
- 12) Public or private legal entities (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labour, Social Security and Social Solidarity, which provide education, training and advisory support services to persons over 15 years of age with disabilities.

The host/implementing organisations will offer the trainees an open field of work, observation, investigation and reflection, in key areas such as:

1. Modern Trends in Teaching in the Differentiated Classroom
2. Educational, social and cultural approaches to child education
3. Learning difficulties and educational interventions
4. Innovative educational interventions in educational integration
5. Child/Adolescent Psychosocial Support and Counselling
6. Universal Design for Learning & Differentiated Instruction
7. Creating inclusive learning environments

And in specific subjects, concerning pupils with different educational needs, pupils with disabilities and/or special educational needs:

- a. Teaching methodology for the education of people with disabilities.
- b. Education of people with autism, intellectual disability.
- c. Training for people with mobility disabilities.
- d. Education of people with speech, language and communication difficulties.
- e. Teaching people with learning and adaptation difficulties.
- f. Collaborative practices for the educational and social inclusion of people with special needs and/or disabilities.
- g. Strategies for managing emotional and behavioral problems of individuals with special educational needs and/or disabilities.
- h. Introduction to Assistive Technology - Information and Communication Technologies in Special Education.
- i. Curriculum Diversification and Adaptations in Teaching.

Reflective work - Deliverable: (50 hours)

All the necessary documents related to the internship will be available through the D.P.S. platform. Even when the required number of hours has been completed, the internship is considered completed only if all the documents (deliverables) have been officially delivered by the student within the deadlines.

- Each trainee, at the completion of the Internship and within specific timeframes, must submit the final assignment for the internship, for evaluation/grading.
- The Internship project consists of a file, which includes:
 - Preparation of a reflective internship project per semester.
 - "Trainee Card", for all the attendance during the course (seminars/workshops, supervision, observations & field activities).
 - "Certificate of completion of the postgraduate student's internship", from the Supervisor of the Institution.
 - "Intern Evaluation Form", by the Supervisor of the Institution.
 - "Intern's Reflection Journal", for the Internship experience.
 - Design of an educational intervention, from the supervised involvement of the trainees in the institution.

- The "Single Form for Notification of Start/Changes of Practical Training for Students" from the "Ergani" system.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and distance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.	
ORGANISATION OF TEACHING <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i> <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	Activity	Semester workload
	<i>Theoretical support- Attendance of seminars</i>	20
	<i>Material study - Preparation of the deliverable - working with supervisors</i>	130
	<i>Exercise - Field presence</i>	300
	<i>Preparation of a reflective paper (deliverable)</i>	50
	Total	500
STUDENT ASSESSMENT <i>Description of the evaluation process</i> <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i> <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	Each intern, at the completion of the internship and within specific timeframes, must submit the final work for the internship for evaluation/grading. - The Internship assignment consists of a file, which includes: - Preparation of a reflective internship project per semester. - "Trainee Card", for all the attendance during the course (seminars/workshops, supervision, observations & field activities). - "Certificate of completion of the postgraduate student's internship", from the Supervisor of the Institution. - "Intern Evaluation Form", by the Supervisor of the Institution. - "Intern's Reflection Journal", for the Internship experience. - Design of an educational intervention, from the supervised involvement of the trainees in the institution. - The "Single Form for Notification of Start/Changes of Practical Training for Students" from the "Ergani" system.	

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

- Kauffman, H. (2015). A review of predictive factors of student success in and satisfaction with online learning. *Research in Learning Technology*, 23, 1-13.
- Marijani, R., Katomero, J., Hayeshi, A., & Kajerero, J. (2023). The Impact of Field-Based Practical Training on Job Performance in Tanzania: Perspectives From Students and Work Supervisors. *SAGE Open*, 13(4).
- Passaretta, G., & Triventi, M. (2015). Work experience during higher education and post-graduation occupational outcomes: a comparative study on four European countries. *International Journal of Comparative Sociology*, 56(3-4), 232-253.
- Sbaffi, L. & Bennett, J. (2019) Postgraduate students' experience of a jointly-taught, distance learning degree: the example of a Russell Group University. *Journal of Higher Education Policy and Management*, 41 (6). pp. 600-618
- Tuononen, T., Räisänen, M., & Hytinen, H. (2024). Students' work experience in relation to their career engagement and metacognitive awareness. *Higher Education Research & Development*, 43(6), 1399-1415.

- Related scientific journals:

- International Journal of Information and Learning Technology* (IJILT) - Emerald Publishing.
- Journal of Computer Assisted Learning* (JCAL) - Wiley.
- Journal of Research in Innovative Teaching & Learning* (JRIT) - Emerald Publishing.
- Computers & Education* - Elsevier.
- Computers & Education Open* (CAEO) - Elsevier.
- Computers and Education: X Reality* (CEXR) - Elsevier.
- Computers & Education: artificial intelligence* - Elsevier.
- Technology, Knowledge and Learning* - Springer.
- British Journal of Educational Technology* (BJET) - British Educational Research Association.
- Education and Information Technologies* - Springer.
- Educational Technology Research and Development* - Springer.
- International Journal of Artificial Intelligence in Education* (IJAIED) - Springer.
- IEEE Transactions on Learning Technologies* - IEEE.