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GEO ERGON PAIDEIA “START UP FARM: SKILLS FOR FUTURE ECO FARMERS”

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COURSE DESCRIPTION MODEL

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Revision History

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Introduction

A Course Description is designed to help teachers build a method of how to prepare their lesson in the context of the Erasmus Project. The various categories included in the model highlight on the most important issues.

Courses' categories and their use

1. "Characteristics of each teaching module"

Every teaching module is usually one of the links on a chain of modules that constitute the curriculum of the course. Students should be helped in connecting new concepts with previous ones and prepare for the next. It is, like creating a part of a compact "building". For this purpose, during the preparation of the course, the instructors should be aware of the characteristics of each teaching module.

2. "Aims"

Every teaching activity aims in the understanding of a theoretical concept or a practical method. During the lesson/lecture, the instructor should be aligned with the general purpose of each lesson. The purpose must be well predefined and be followed by all classroom activities.

3. "Goals"

"Goals" are a measure for the evaluation of teaching. One way to test the effect of a course is to put some measurable goals (as much as possible). Thus, one should, at first, determine which actions of the students would indicate that teaching was effective.

At the first level, it is important to set out cognitive goals and then, to add some goals related to emotional, psychomotor or meta-cognitive skills.

4. "Course content options"



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After gathering the information required through various sources (literature, internet, etc.), it is useful to form a "skeleton" of the concepts to be taught and the relationships they have with each other. A brief overview of the most important points will form a useful "guide" of the course.

5. "Methodology"

Once the content of the course has been organized, it is necessary to design the steps to be followed in teaching so as to avoid precarious, last minute, improvisations.

Each lecture can be enriched by the use of surveillance tools (slides, videos, objects, etc.) or include a "brainstorming" process, in order to broaden students' perceptions and gain more insight into each subject.

Understanding the course is feasible through the active participation of students. A meaningful dialogue should be developed by the teacher in order to detect the subject's perception.

Problems that require critical thinking can lead to a revision of any biased perceptions.

Educational activities can be raised either verbally or in the form of individual or group work-activity.

For an effective teaching, a thorough preparation and organization of the methods to be used is necessitated.

6. "Teaching Materials"

The organization of teaching includes a record of the forms, devices or other "teaching materials" to be used such as, tools and devices or their similarities for instructional purposes. Drawings, charts, slides, maps, projectors, the traditional board, or any material to be distributed in printed form (problems, patterns, questions, etc.) are mentioned.

All reference material, bibliographic review, the proposed supplementary literature and everything else concerning the educational material will be posted on the platform 15 days before the course starts.

7. "Teaching - Student Assessment"

Teaching process is primarily a function of the relationship developed between the trainer and the pupils.

The measure and criterion for assessing teaching are the objectives of each course originally set.

In order to check whether the objectives have been achieved, some questions can be asked to students in oral or written form.

It is suggested to observe the actions of the students in an activity that requires understanding of the lesson's concepts.

A many-month practical work of pupils in groups, or individual, after the completion of courses is suggested.

This will lead to a public presentation taking topic from local issues.

In the context of practical work by students and the relationships to be developed between trainers and pupils, at least two communications/meetings between instructors and students are proposed via the Skype or the electronic platform.

Work should also incorporate a business plan that will be studied and analyzed by students.

Finally, it is necessary to formulate in the pupils' work the correlation and interaction of the knowledge and abilities they have achieved, in relation to the Erasmus project objectives.

8. "Flow Chart of Teaching"

In order to evaluate teaching, trainers should take into account the relevance of the goals they have set with the available time dedicated for the completion of the lessons.

They are called, in a limited time, to balance between the teaching objectives that the curriculum requires and the pupils' educational needs. In order to respond to this double obligation it is necessary to make a planning of the steps they intend to follow in teaching.

In any case, the "Flow Chart of Teaching" is developed in four columns:

A) "Teaching Phases" refers to the stages for the completion of the teaching process.

B) "Teachers' actions" refers to the teacher's planned activities per stage (e.g. listening to student interventions, lectures using slides or any other media, co-ordination of discussions with students, monitoring of individual or group work, etc.).

C) "Student actions" refers to any predicted activity of the students, per stage, in correspondence with the activities of the teacher.

D) "Duration of teaching phases" refers to the estimated duration of the stages described in the first column.



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