

## MODULE OUTLINE

### (1) GENERAL INFORMATION

<b>SCHOOL</b>	Humanities	
<b>PROGRAM</b>	Language Education for Refugees and Migrants	
<b>LEVEL OF STUDY</b>	Postgraduate	
<b>MODULE CODE</b>	LRM63	<b>YEAR OF STUDY</b> 2
<b>MODULE TITLE</b>	Practicum	
<b>INDEPENDENT LEARNING ACTIVITIES</b>	<b>TEACHNG HOURS</b>	<b>CREDITS</b>
13 weeks x 43h / week	560 h	20 ECTS
<b>MODULE TYPE</b>	Compulsory	
<b>PREREQUISITE MODULES</b>	LRM50, LRM51, LRM52, LRM53, LRM54, LRM55, LRM60, LRM61, LRM62	
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS</b>	English	
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	Yes	
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l63">https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#l63</a>	

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

After having successfully completed the Practicum, participants should be able to:

- Identify the learning strengths and needs of specific groups of students with refugee/migrant backgrounds and build upon them to design a pedagogically effective and culturally sensitive language education syllabus.
- Use knowledge and skills acquired through previous coursework and experience in order to respond to day-to-day teaching challenges.
- Facilitate the creation of an inclusive, non-threatening and empowering learning environment.
- Foster the language learning progress and integration of students with a refugee / migrant background or similar, monitor their learning, and provide appropriate feedback.
- Communicate effectively with students, colleagues and administrative staff.
- Maintain standards of fairness, professional rigour, and integrity, and respond appropriately to instances where such standards were not met.
- Make appropriate use of technological affordances to design and deliver learning activities, monitor student progress, and communicate professionally.
- Reflect on their personal growth as language educators, identify areas of strength and opportunities for further improvement, and autonomously manage their personal development.

### **General Competences**

- Search for, analyse and synthesise data and information using appropriate technologies
- Project planning and management
- Respect for diversity and multiculturalism
- Adapting to new situations
- Social, professional and ethical responsibility and sensitivity to gender issues
- Decision-making
- Individual/Independent work
- Development of free, creative and inductive thinking
- Critical thinking
- Group/Team work
- Working in an international environment

## (3) COURSE CONTENT

The Teaching Practicum (LRM63) is a practice-oriented module that is offered as part of the *Language Education for Refugees and Migrants* postgraduate course at the Hellenic Open University (HOU). It involves a supervised teaching placement in a setting that provides education to students with a refugee / migrant background or similar learning characteristics. It is intended to provide participants with opportunities for professional growth by combining theoretical and experiential knowledge in a planned, supervised, and intentional manner.

Key Content Areas:

N/A as this is a practice-oriented module

#### (4) TEACHING & ASSESSMENT METHODS

<p style="text-align: center;"><b>MODES OF DELIVERY</b></p>	<ul style="list-style-type: none"> <li>• Independent, supervised, work in teaching placement</li> <li>• Individualised supervision in the form of assistance with, and feedback on, lesson planning, guided reflection in-, on- and for- action</li> <li>• Group discussions (forums)</li> <li>• Three tutor-student sessions, with opportunities for collaborative work.</li> <li>• Individual engagement with the professional literature</li> </ul>															
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>• Forum discussions</li> <li>• Web-based delivery of input</li> <li>• Synchronous tutor-student sessions (Webex)</li> <li>• Learning management system (Moodle)</li> <li>• Scheduled and ad hoc email communication</li> </ul>															
<p style="text-align: center;"><b>COURSE DESIGN</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity/Method</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Internship (fieldwork, syllabus design, lesson planning, teaching, monitoring student progress, reflections)</td> <td style="text-align: center;">340 hours</td> </tr> <tr> <td>Self-directed Study</td> <td style="text-align: center;">200 hours</td> </tr> <tr> <td>Participation in online activities</td> <td style="text-align: center;">25 hours</td> </tr> <tr> <td>Portfolio Preparation</td> <td style="text-align: center;">85 hours</td> </tr> <tr> <td>Tutorials</td> <td style="text-align: center;">10 hours</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;">560 hours</td> </tr> </tbody> </table>		<i>Activity/Method</i>	<i>Semester workload</i>	Internship (fieldwork, syllabus design, lesson planning, teaching, monitoring student progress, reflections)	340 hours	Self-directed Study	200 hours	Participation in online activities	25 hours	Portfolio Preparation	85 hours	Tutorials	10 hours	<b>Total</b>	560 hours
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p>	<p>Throughout the course students are provided with formative comments on the content and language of their intervention proposals and lesson plans / teaching reports.</p> <p>Summative assessment is provided at the end of the module based on: (a) a practicum portfolio, i.e., a 5.000-word document, which accounts for 80% of their final grade; and (b) an oral presentation and discussion (debriefing), which accounts for 20% of the grade.</p> <p>Grading is analytic and follows the criteria and rubrics outlined in Appendix 6 of the Practicum Guide, which is accessible to students. The language of examinations (oral and written) is English.</p>															

## (5) SUGGESTED BIBLIOGRAPHY

### ***Selected academic and professional journals***

- *ELT Journal*
- *Studies in Second Language Learning and Teaching*
- *System*
- *TESOL Journal*
- *TESOL Quarterly*
- *The Modern Language Journal*

### ***Selected references***

- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
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- Edge, J. (2011). *The reflective teacher educator in TESOL: Roots and wings*. Routledge.
- Richards, J. C. & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3<sup>rd</sup> Edn). Cambridge University Press.
- Gibbs, G. (2013). *Learning by doing: a guide to teaching and learning methods* (2<sup>nd</sup> Edn). OSCLD.
- Graves, K. (1999). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Harmer, J. (2015). *The practice of English language teaching* (5<sup>th</sup> Edn). Pearson.
- Kostoulas, A. (Ed.). (2019). *Challenging boundaries in language education*. Springer.
- Shapiro, S., Farrelly, R. & Curry, M. J. (Eds.). (2018). *Educating refugee-background students: Critical issues and dynamic contexts*. Multilingual Matters.
- Ur, P. (2012). *A course in English language teaching* (2<sup>nd</sup> Edn). Cambridge University Press.
- Wajnryb, R. (1993). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge University Press.
- Woodward, T. (2001). *Planning lessons and courses*. Cambridge University Press.