

UNIVERSITY OF WEST ATTICA

Interdepartmental Postgraduate Studies Program of
Departments

Education Sciences through Innovative Technologies
and Biomedical Approaches

<http://edutech.uniwa.gr/>

Internship Guide

Specialization:

Preschool education, Primary & Secondary Education

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Table of Contents

<i>Introduction</i>	<i>3</i>
<i>Objectives of the Internship</i>	<i>3</i>
<i>Internship Providers & Axes</i>	<i>4</i>
<i>Clarifications for the internship in Providers:</i>	<i>4</i>
<i>Duration of Internship</i>	<i>5</i>
<i>The operation of the Eclass & Moodle Platform</i>	<i>5</i>
<i>Basic organizational elements of the Internship conduct</i>	<i>5</i>
<i>Internship Planning.....</i>	<i>7</i>
<i>A. Internship Axes & Providers</i>	<i>7</i>
<i>B. Content and objectives of work in the Providers</i>	<i>8</i>
<i>C. Procedures for granting internship certificates</i>	<i>9</i>

Introduction

According to the Internal Operating Regulations, the subject/purpose of the Postgraduate Studies Program is the provision of specialized pedagogical knowledge to Higher Education Institution (HEI) Graduates from Greece and equivalent foreign institutions who serve or are about to serve in education (primary and secondary) and/or in the care and education of preschool children. Specifically, the Program's objective is the approach of Pedagogical Science through innovative theories and technologies. All courses are harmonized within the framework of the most modern teaching techniques and methods related to Pedagogy. Emphasis is placed on the Practical Internship of postgraduate students, which includes attendance, observation, design of educational intervention, and implementation of Microteaching/teaching. Teaching in school units or in early childhood care and education centers will be autonomous and supervised. The design of the practical internship, research papers, as well as the thesis aim to enhance the pedagogical proficiency of postgraduate students through the use of innovative theories and technologies (Internal Regulations, Government Gazette of Establishment & Government Gazette of Re-establishment 3205/vol. B'/23-06-2022).

During the 4th Semester of Postgraduate Studies (2nd cycle of studies), students of the Program are required, within the framework of the Specialization "Preschool education, Primary & Secondary Education," to undertake their Practical Internship in the broader scientific field of Pedagogy, more specifically with Applied Pedagogy, Didactics, in conjunction with New Technologies and Educational Psychology. "Internship II" is a course integrated into the IPP's study program, with a value of 10 ECTS credits. It is a necessary course and provides students with the opportunity to practice investigating contemporary and innovative processes of didactic practice, functioning as educators and learners. Specifically, the course, with a system of procedures and tools, seeks to bring the postgraduate student trainee into direct contact with modern pedagogical practice in order to provide feedback and improve their teaching action.

Objectives of the Internship

The objective of the Program's Internship is the acquisition of well-founded and supplementary knowledge in the scientific field of modern Applied Pedagogy in conjunction with Technology, through students' contact with specially selected innovative Providers of the broader educational base, as well as the achievement of two-way communication between higher education and the social work environment.

The pedagogical objectives of the Internship are:

1. To enable the student to be informed about and/or renew basic knowledge/elements of General and Special Didactics.
2. To enable students to connect pedagogical theory with didactic practice, to acquire and/or receive feedback on pedagogical knowledge of teaching methods, in real conditions.

3. To enable students to attend - in person and/or remotely - sample lessons by specialized scientists.
4. To enable students to reflect and discuss their experiences in the group. Subsequently, to practice analyzing their experiences within the framework of an assignment, an element considered a basic pedagogical process.
5. In conclusion, to provide students with methodical help and systematic reinforcement to dare and achieve the effective design of their own lessons in their work system, their personal pedagogical practice, and/or school classroom.

Internship Providers & Axes

Internship providers are large Institutions and Organizations such as educational and school units of general and special education, Higher Education Institutions, Museums, Education & Culture Providers that are distinguished for their modern operating programs and innovative applications. More specifically, the Program includes Providers of modern education that will offer postgraduates a field for research work and practical training in the key axes:

1. Contemporary Trends in Didactics within the classroom
2. Innovative actions in education and care contexts
3. Educational, social, and cultural approaches to child education
4. Psychosocial Support for individuals and Counseling
5. School pedagogy and didactic practice (for students outside Attica, subject to work conditions). And in cognitive subjects: a. Didactic Methodology in mixed ability groups b. Intercultural education & training c. Teaching individuals with learning difficulties and adjustment difficulties d. Collaborative practices and methodological tools for the educational and social inclusion of individuals e. Strategies for managing emotional and behavioral issues of individuals f. Information and Communication Technologies in Education g. Curriculum Differentiation and Adjustments in Teaching

Clarifications for the internship in Providers:

1. All trainees can receive from the IPP, upon their request to the Secretariat, the document for the necessary leave from their service, in order to carry out their internship.
2. In the case of in-person work at the Providers, trainees who travel individually are obliged to carry their student ID, all necessary forms, and to observe all hygiene and safety measures.
3. For school units operating in special providers (e.g., in Correctional Facilities), timely coordination with the IPP Internship coordinator is required for the entry and internship process.

Duration of Internship

"Internship II" is implemented in the 4th semester of Postgraduate Studies (2nd cycle of studies) and follows a cycle of theoretical approaches (seminar course cycle) and practical applications (cycle of visits/observations and/or workshops in selected

The operation of the Eclass & Moodle Platform

1. The Program's trainees are informed via the eclass digital classroom about the procedures for their Internship (Providers, schedule, forms, etc.).
2. The Program's trainees declare their Axis & Work Providers for their Internship, according to the coordinators' instructions.
3. The Program's trainees upload their final internship assignment to the Moodle platform for evaluation/grading.

Basic organizational elements of the Internship conduct

The "Internship II" course involves students in an action cycle with theoretical approaches and practical applications in the Internship Providers.

(Diagram: Start -> Visits -> Feedback -> Visits -> Evaluation)

More specifically, it is noted:

1. The theoretical approaches concern compulsory seminar-type courses aiming at an interdisciplinary and holistic approach to didactic and school practice. a) Preparation At the beginning, the Internship Program is developed in general and specific areas by the Coordinator/Supervisor (philosophy, goal setting, planning, timeline, Specializations, Providers and groups, assignments/deliverables). b) Feedback In the interim, a discussion cycle is developed to utilize in plenary the elements from individual & group observations during visits to Providers, as well as elements from study and research within the framework of the assignment. c) Evaluation Upon completion of the Internship, for the evaluation of the process and the completion of the course assignment as a lesson for educational intervention.
2. Practical applications involve visits-observations of sample lessons, laboratory/creative activities in Providers:

a) In the introductory lesson, students will receive information material on the basic elements of the Internship, the work axes, and will get to know the respective Internship Providers (profile, subject, mission, etc.), the action planning, as well as the formal Department procedure they must follow (declarations, forms, etc.).

b) After careful study, students must choose and declare one (1) axis of research work with the corresponding Internship Providers, which are included in their preferred specialization.

c) The trainees' activity in the Providers of the Axis, according to the program, must cover a total of up to 8 hours, but it can be extended if the trainees request it and there is the consent of the coordinator and the Head of the Provider.

d) Trainees participate in the program of each Provider in the chosen axis and attend – in person and/or remotely – courses/seminars/lessons by general and special subject scientists, actions within projects/programs, etc.

e) Postgraduate students belonging to the 5th work axis (outside Attica) must, within specific time limits from the start of the course, plan their action in primary or secondary school units, submit the plan to the IPP coordinator for review and approval of the process in order to proceed with the implementation of their internship.

f) During this time, trainees make recordings using targeted observation sheets to gather necessary material for the critical processing of actions and the development of their individual work as a complete lesson plan for educational interventions.

3. Internship Supervision

a) The Coordinator is responsible for the postgraduate group, supervises and guides them by organizing regular meetings. They keep an attendance log of meetings with the trainees.

b) They are responsible for communication and collaboration with the school unit or provider where the postgraduates are conducting their internship.

c) During the internship, they may intervene and advise the trainees. They regularly monitor the progress of activities and assignments as well as their consistent presence at the internship site.

d) Finally, they oversee the collection of necessary materials at the IPP Secretariat for the grading of the trainees.

4. Providers' Obligations

a) School units and internship providers collaborating with the IPP welcome the postgraduates and undertake to ensure the conditions that will allow them to carry out their internship under the guidance of the supervisor, without hindering their operation.

b) They do not pay any form of financial or other compensation, nor are they burdened with insurance coverage or other benefits for the trainees. Furthermore, no employment relationship of any kind is created between the trainees and the collaborating providers.

c) The program of activities and the obligations of the postgraduates at the place where they conduct their internship are determined by their Supervisor, in consultation with the Director of the unit, the responsible administrative or/and educational head of the provider.

5. Trainees' Obligations (deliverables)

Upon completion of "Internship – Part II" and within specific deadlines, each trainee must submit the final assignment for the internship for evaluation/grading, a single file (pdf file) that includes:

1. The TRAINEE'S CARD, which will describe in detail all visits to the Providers.
2. A LESSON PLAN, which will be a hypothetical scenario/intervention for an educational group and will include a provider of choice from their work axis. For this purpose, trainees must be fully prepared regarding the cognitive, psycho-pedagogical, and broader scientific objectives of the specific subject of the axis.
3. A REFLECTION JOURNAL, with thoughts on their experience, questions, ideas, queries that arose from their participation in the internship, as well as evaluative comments and ideas regarding individuals and processes.
6. Evaluation of the Internship a) Trainees are evaluated by the Coordinator, based on their overall participation in the Internship and their written assignment. b) The Coordinator is evaluated by the trainees, according to the formal procedures defined by the IPP. c) The host/implementation Provider is evaluated by the trainees as well as the scientifically responsible person/supervisor of the Internship, according to the formal procedures defined by the IPP. All the above evaluation data will be collected and processed to create a reliable database for the IPP Internship.

Internship Planning

For the Internship of students, units are proposed from the Network of Collaborating Providers of the IPP Internship, in each work axis, which are distinguished both for their innovation in Applied Pedagogy and Didactics, in areas such as Psychology, Counseling, Technology, and for their significant experience in implementing Internships for students of various Higher Education Departments. Due to special conditions and health measures, the availability/operation of selected Providers as host/implementation sites for internships is updated almost daily, based on the instructions of the competent Ministries and EODY (National Public Health Organization).

A. Internship Axes & Providers

| 1) | Contemporary Trends in Didactics within the classroom |

| | Three selected collaborating providers |

| 2) | Innovative actions in education and care contexts |

| | Three selected collaborating providers |

- | 3) | Educational, social, and cultural approaches of education |
- | | Three selected collaborating providers |
- | 4) | Psychosocial Support for individuals and Counseling |
- | | Three selected collaborating providers |
- | 5) | School pedagogy and didactic practice* |
- | α) | Nursery Schools |
- | β) | Kindergartens |
- | γ) | Primary & Secondary School Units |
- | * | This axis is offered as an option to postgraduates residing outside Attica |

B. Content and objectives of work in the Providers

1. Clarifications for the internship schedule in the Providers

- a. For the work of the trainees, the hours and operating conditions of the Providers are maintained, based on their official program.
- b. The total creative hours of the Internship for each postgraduate student in all Providers of the chosen axis is up to eight (8) hours.

2. Proposals for the content of trainees' activities in the Providers:

- a. Program of school classes and/or inclusion departments of general schools (Kindergartens, Primary Schools, Junior High Schools, High Schools, Vocational Junior High Schools - Lyceums), schools operating within providers (e.g., public hospitals). Trainees, under special conditions, may observe (in person and/or remotely) the program of the unit's school classes, in small groups of observers. The observation program is proposed to be formulated by the unit so that trainees participate in innovative actions and modern scientific applications.

b. School Clubs for Creative Activities

Based on the legislative framework describing the operation and mission of model educational units (Model Experimental Schools), a dynamic analytical and hourly program is officially defined to implement innovations and research programs as well as Creative Action Clubs. Students of school units can participate in the Clubs, based on their particular inclinations and interests and with the consent of their parents and guardians, as they operate within the School in the middle zone, i.e., after the end of

the morning program. The program (content-operating principles, objectives, actions, etc.) of the Clubs is submitted to each unit by the responsible teacher.

c. Programs, Projects, innovative actions, and good practices of school units

The special scientific and social action of the collaborating providers offers the opportunity to present to the trainee students (group and/or total groups) research programs and innovative didactic practices that ran in the units, such as, for example, "Investigating and adapting the Adult Interactive Style Intervention model for children with autism attending primary schools in Attica, Greece," Erasmus+ Program, e-Twinning Projects, European Socrates Program, Gruntvig Network PRIMEDIA program (promotion of ICT and Multimedia in Education in Prisons), SCHOOL SYNERGY SNACKS, European School Radio, etc., as well as to participate in thematic, creative workshops.

d. Experiential actions & Creative workshops in school units.

e. Tours & workshops in Institutions of Education, Care & Protection of Children and Adolescents, Art & Culture Providers where trainees can work with Multimedia Applications and participate in special programs/educational programs implemented in their premises.

C. Procedures for granting internship certificates

Trainees have the option to receive certificates for granting leave from their service/work in order to carry out their internship, after timely and relevant electronic application to the IPP Secretariat.

<http://edutech.uniwa.gr/>

IPP Secretariat:

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