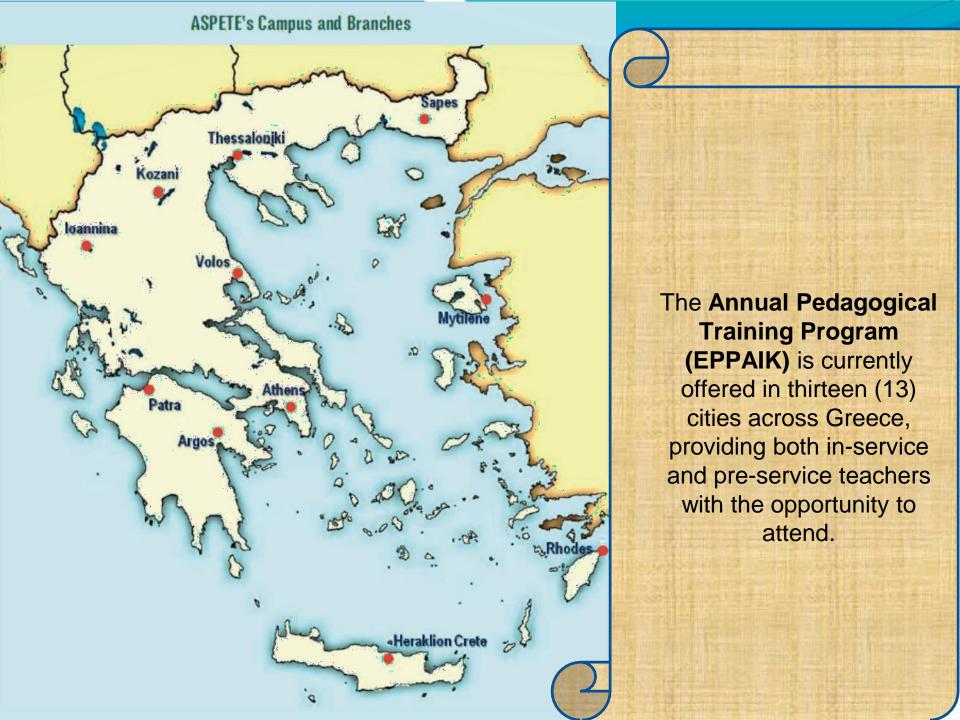


The Annual Pedagogical Training Program (EPPAIK) is a significant innovation in the field of education, aimed at enhancing the quality of trainee teachers.

It seeks to bridge theory and practice by incorporating experiential learning, emphasizing that teaching is a dynamic, open, and non-standardized process. Additionally, it provides valuable experiences for designing instruction in a modern, learner-centered educational environment.





The Annual Pedagogical Training Program (EPPAIK) has a duration of one year and leads to a "Certificate of Pedagogical and Teaching Competence." All trainees are assessed in:



- Theoretical courses & Laboratory courses
 - Teaching Practice Sessions



Frank - -

Courses

The academic year consists of two separate teaching periods: the first (A) semester and the second (B) semester.

Each semester lasts fifteen (15) weeks, with thirteen (13) weeks dedicated to theoretical and laboratory courses as well as teaching practice sessions, and two (2) weeks allocated Organizations, Administrations & Sociology of Education for examinations.

Courses

Semester A

Pedagogy & Philosophy of Education

Teaching Methodology

Developmental Psychology

Educational Evaluation

Educational Research Methodology

Educational Technology - Multimedia

Semester B

Computer Applications in Education

Educational Psychology

Counselling Psychology & Guidance

Subject Didactics

The educational and instructional process of each course incorporates independent or combined teaching methods and educational techniques that foster active trainee participation, enhance trainer-trainee interaction, and facilitate authentic learning.

Participation in the final examination is mandatory for all trainees.

The final exams of each semester are held during the two weeks following the completion of the theoretical and laboratory courses.

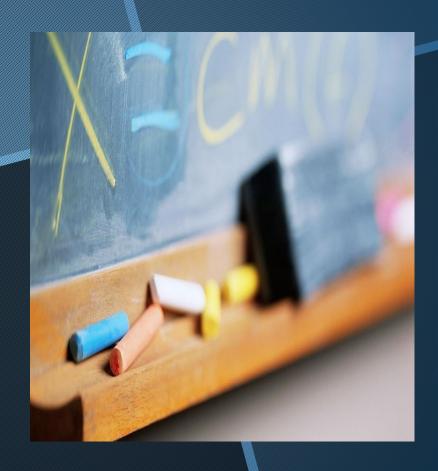




Teaching Practice Sessions (PAD)

"Teaching Practice Sessions" is a pedagogical and instructional training program that begins in a safe and controlled learning environment before transitioning to real classroom settings in schools.

Microteaching enables teachers to significantly enhance both their subject knowledge and teaching methods while developing specific instructional skills through immediate feedback and handson practice in a simulated environment. By simplifying the complexities of regular classroom teaching, microteaching allows trainees to focus on mastering essential teaching skills.



The activities of the PAD system are structured in a progressive sequence of graded difficulty and are categorized into two types:

Micro-Teaching



a. Internal Teaching Practice Session:
This includes the implementation and observation of Microteaching Sessions and Preliminary Teaching Sessions.



b. The External Teaching
Practice Session:
implementation of a
Teaching Session in a
school and attendance of
Teaching Sessions that help
them to face the real
classroom situations.

Program of Teaching Practice Sessions (PAD) Semester A Semester B **Teaching Sessions** (hours) (hours) Implementation of the Microteaching Session Attendance at the Microteaching Session Implementation of the Preliminary Teaching 3 Session Attendance at the Preliminary Teaching Session 8 Attendance at a School 5 6 Implementation of a Teaching Session in a School **TOTAL HOURS** 10 17

"The 'Microteaching Session' lasts for 15 minutes in a laboratory setting, simulating a real teaching environment. The session is filmed and displayed, allowing each trainee the opportunity to self-evaluate and receive feedback from their supervisor and cotrainees.

"The 'Preliminary Teaching Session' lasts for 30 minutes in a simulated environment, without being filmed or displayed."

"The 'Graduate Teaching Session' takes place in a school, where the trainee substitutes for the teacher during a 45-minute lesson."





