



**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY OF PATRAS

COURSES OUTLINE

1st YEAR

Semester 1st

Academic Year: 2021-2022



COURSE ESW_101

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_101	SEMESTER	1
COURSE TITLE	IntroductiontoPsychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Laboratoryexercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	---		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PDE1602/		

LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 		
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • state basic principles and concepts of Psychology, • distinguish different approaches of Psychology, • present the basic currents and disciplines of Psychology, • compare the different approaches and methods of psychological research. 		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>	

<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> <i>Others...</i>
<p>General knowledge about psychology.</p> <ul style="list-style-type: none"> • Search for analysis and synthesis of data and information, with the use of the necessary technology. • Working independently. • Production of new research ideas 	

SYLLABUS

<p>The course consists of three (3) units:</p> <ul style="list-style-type: none"> • Introduction to the History of Psychology as an independent science; • Presentation of the various branches of Psychology; • Analysis of fundamental principles and concepts of Psychology.
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TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face lectures and laboratory exercises (via eclass)												
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Powerpoint presentations, eclass activities, bibliographical research in scientific databases												
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures – Seminars</td> <td>39</td> </tr> <tr> <td>Laboratory exercises</td> <td>18</td> </tr> <tr> <td>Independent Study</td> <td>65</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures – Seminars	39	Laboratory exercises	18	Independent Study	65	Evaluation	3	Course total	125
Activity	Semester workload												
Lectures – Seminars	39												
Laboratory exercises	18												
Independent Study	65												
Evaluation	3												
Course total	125												
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Final written examination using multiple choice questions												

ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Schacter, D., Gilbert, D., Wegner, D., & Nock, M. (2018). <i>Εισαγωγή στην Ψυχολογία</i>. Αθήνα:</p>
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Εκδόσεις Γ. Δαρδανός – Κ. Δαρδανός.

Wade, C., & Tavris, C. (2017). *Ψυχολογία* (17^η έκδοση). Θεσσαλονίκη: Εκδ. Τζιόλα.
- *Related academic journals:*

Περιοδικά (journals)

American Psychologist

Journal of Personality and Social Psychology

Journal of Educational Psychology

Developmental Psychology

Journal of Consulting and Clinical and Counseling Psychology

Journal of Counseling Psychology

COURSE ESW_102

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 102	SEMESTER	1st (First)
COURSE TITLE	Sociology/Sociological Theory		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (optional)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (in English -for incoming Erasmus students).		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1430/		

LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • recognize and develop basic concepts of social sciences and of sciences of education, • discuss both the theoretical knowledge and its applications in the social field, • design and apply educational practices as foundation of the ability for knowledge development in the field of sociology and of sociology of education, • construct techniques and tools for managing diversity.
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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Generally, by the end of this course the students will, furthermore, develop the following general abilities:

- Basic knowledge of the fields of Sociology and Sociological Theory
- Critical thinking skills to sociological data and theory
- Promotion of creative and inductive thinking, easily move from memorization to analysis and application to synthesis and evaluation
- Ability to search, analyse and synthesise relevant data and information, critically assess a published research report and explain how the study could have been improved.

SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: The main issues of Sociology and sociological Theory in contemporary literature. Clarification of terms. Methods and practices. The concepts of Stratification, Social structure, Diversity and Social differentiation by race/ethnicity, gender, sexuality, age, and class.

Part B. Lectures 5-8: Analysis of the three major sociological perspectives: the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective.

Part C. Lectures 9-13: Presentations on recent social issues and debates (inequality, diversity problems). Students' essays (optional) presentations with critical approach and dialogue.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student home-works, brainstorming, documentaries and motion picture films review from a sociological perspective in order to demonstrate the terms and theories discussed in this course.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, material, specialized websites of the European Union or Hellenic Statistical Authority								
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td>27</td> </tr> <tr> <td>Workshops and Laboratory practice</td> <td>12</td> </tr> <tr> <td>Hours for private study of the student and preparation of home-works</td> <td>83</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures and active discussions	27	Workshops and Laboratory practice	12	Hours for private study of the student and preparation of home-works	83
Activity	Semester Workload								
Lectures and active discussions	27								
Workshops and Laboratory practice	12								
Hours for private study of the student and preparation of home-works	83								

<i>activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Finalexamination (3 conducthours)	3
	<i>Course total</i>	<i>125</i>
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Written examination after the end of the semester. 	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Giddens A., (2007). Sociology. London: Sage.
- Allan Johnson, (1999). The Blackwell dictionary of Sociology: a users guide. London: Blackwell Publishers

- Related academic journals:

- Selected journal articles and publications communicated during the course.

COURSE ESW_103

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_103	SEMESTER	1st
COURSE TITLE	Research Methods in the Social Sciences		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures&Laboratoryexercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General backgroundcourse		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1309		

LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • state the fundamental concepts, the code of ethics and the process of research methodology, • describe the relation between theory and research and the types of research, • present various methodological approaches (review research, empirical research, action research), • design and implement a research, • conduct bibliographic research, • conduct bibliographic analysis, • write an academic research paper.
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Decision making</p> <p>Working independently</p> <p>Team work</p> <p>Production of new research ideas</p>	

SYLLABUS

<p>The course includes the following:</p> <ul style="list-style-type: none"> • Concepts, rules and code of ethics for research • Relationship between theory and research, types of research • Principles of research methods • Designing a study • Definition of a research question • Choice of tools and participants • Preparation of a scientific report
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and Laboratory												
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, eclass exercises, inquiries into online databases and libraries												
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Laboratory</td> <td>26</td> </tr> <tr> <td>Independent study</td> <td>70</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26	Laboratory	26	Independent study	70	Evaluation	3	Course total	125
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Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Cohen, L., Manion., L., & Morrison, K. (2008). *Research Methods in Education* (in Greek).
2. Mertens, D. M. (2009). *Research and Evaluation in Education and Psychology* (in Greek).
3. Robson, C. (200). *Real World Research* (in Greek).
4. Sani, F., & Todman, J. (2009). *Experimental Design and Statistics for Psychology* (in Greek).

COURSE ESW_104

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_104 PED_103	SEMESTER	1 st
COURSE TITLE	Modern Greek Language I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises	3	5	
COURSE TYPE	Specialized general knowledge, skills development (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1328/		

LEARNING OUTCOMES

Learning outcomes		
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • recognize the structure and the functions of the Standard Modern Greek system in the field of morphology-conjugation at a higher (linguistic) level than the secondary education, • apply this knowledge to the language course in the elementary school (teaching of functional grammar in the framework of the text-centric approach), • demonstrate knowledge and understanding, which expands the existing knowledge of secondary education and is supported by advanced textbooks at the cutting edge of the field of knowledge (linguistic grammars and lexicographical descriptions). 		
General Competences		
<p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p>		

SYLLABUS

In the context of modern linguistic theory, the basic grammatical phenomena of the Modern Greek language are described and analyzed, mainly in terms of morphology (nominal and verbal system, declination, learned formations, morphological variation, tense, aspect and modality) with an emphasis on elementary school teaching (text-based approach). A detailed reference is made to the spelling of school grammar and the rules of punctuation in combination with the meaning and characteristics of the text.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY	Lectures face to face, active discussions, laboratory exercises																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Linking to specialised websites E-class material																
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions (3 conduct hours per week x 13 weeks)</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Laboratory practice (1 conduct hour per week x 6 weeks)</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Laboratory study</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Hours for private study of the student</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Midterm exams</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Final examination (3 conduct hours)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures and active discussions (3 conduct hours per week x 13 weeks)	39	Laboratory practice (1 conduct hour per week x 6 weeks)	6	Laboratory study	11	Hours for private study of the student	60	Midterm exams	6	Final examination (3 conduct hours)	3	Course total	125
Activity	Semester Workload																
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ATTACHED BIBLIOGRAPHY

[on-line access]

Grammatiki E' & St'Dimotikou (2009), <http://digitalschool.minedu.gov.gr>.

Lexiko tis koinisneoellinikis (1998), AristoteleioPanepistimioThessalonikis, InstitutotoNeoellinikonSpoudon, www.komvos.edu.gr/dictionaries.

[printed books]

Holton D., Mackridge P., Filippaki-Warburton Ei. (1999), *Grammatiki tis ellinikis glossas*, Athina, Pataki.

Iordanidou A. (ed.) (1999), *Odigos tis neoellinikis glossas*, A tomos, Athina, Pataki.

Triantafyllidis M., *Neoellinikigrammatiki* (1941) me diorthoseis, Thessaloniki, A.P.TH., 1978.

COURSE ESW_105

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_105	SEMESTER	1 st
COURSE TITLE	Introduction to Educational Sciences		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (obligatory)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1604/		

LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of this course for students to become familiar with basic concepts, approaches and methods in the field of Educational Sciences.</p> <p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • identify the basic concepts in the field of Educational Sciences, as well as the potential and limits of Education, • describe the distinctiveness of Educational Sciences and their relation with the other disciplines, • name and develop the basic research methods in the field of Educational Sciences, • present and analyze key empirical studies regarding the teacher-student relationship and the role of the educator today, • enumerate the major milestones in the evolution of pedagogy, • compare and discuss the latest pedagogical approaches.

General Competences	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

By the end of this course, students are expected to develop the following general abilities:	
<ul style="list-style-type: none"> • Read critically and evaluate empirical studies from the field of Educational Sciences • Decision-making • Working independently • Teamwork • Production of free, creative and inductive thinking • Criticism and self-criticism • Respect for difference and multiculturalism • Working in an interdisciplinary environment • Showing social, professional and ethical responsibility 	

SYLLABUS

The course evolves into three components/parts:
Part A. Lectures 1-4: Introduction into the field of Educational Sciences: basic concepts and principles.
Part B. Lectures 5-8: Introduction into educational research: presentation and critical evaluation of key empirical studies regarding the teacher-student relationship and the role of the contemporary educator.
Part C. Lectures 9-13: Presentation of the major educators/educational movements and their relation to the Greek educational reality of today.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student home-works, brainstorming, documentaries and motion picture films in order to demonstrate the concepts and theories discussed in this course.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, access to online journals via Heal-Link, communication via e-mail.								
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures, student presentations and active discussions</td> <td>70</td> </tr> <tr> <td>Literature review</td> <td>52</td> </tr> <tr> <td>Final examination (3 conduct hours)</td> <td>3</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures, student presentations and active discussions	70	Literature review	52	Final examination (3 conduct hours)	3
Activity	Semester Workload								
Lectures, student presentations and active discussions	70								
Literature review	52								
Final examination (3 conduct hours)	3								

<p>etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of Evaluation: Greek</p> <p>Students are assessed as follows:</p> <p>A written examination at the end of the semester. The content of the examination is organized based on open ended questions which require critical thinking and the students' response in virtual teaching scenarios data. Not all students perform the same examination tasks but the examination material have similar form and structure.</p> <p>Evaluation criteria are explained to students in detail by-class.</p>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Bartlett, St., & Burton, D. (2019). *Introduction to educational Sciences*. (St. Vasilopoulos, Ed · E. Avgita, Trans.) Athens: Gutenberg [In Greek]
2. Houssaye, J. (2000). *Fifteen educators*. Athens: Metechmio. [in Greek]
3. Kolesnik, W. (2005). *Humanism and/or Behaviourism in Education*. Athens: Epikentro. [in Greek]
4. Kriwas, S. (2005). *Educational Sciences*. Athens: Gutenberg. [in Greek]
5. Matsaggouras, El. (2006). *School Classroom*. Athens: Grigoris. [In Greek]
6. Mialaret, G. (2011). *Regarding Education*. Athens: Gutenberg. [in Greek]
7. Pyrgiotakis, I. (2011). *Introduction to Educational Sciences*. Athens: Pedio. [in Greek]
8. Chatzidimou, D. (2002). *Introduction to Pedagogics*. Thessaloniki: Kyriakidis. (In Greek)

- Related academic journals:

- Selected journal articles and publications communicated during the course.

COURSE ESW_106

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE - ELECTIVE		
COURSE CODE	ESW_106	SEMESTER	1st
COURSE TITLE	MINORITIES AND HUMAN RIGHTS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK. ENGLISH and/or FRENCH for Erasmus students		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1612/		

LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • present the history and institutionalization of Human Rights (HR), • develop the concept of HR and their various manifestations, • explain how HRs depend on the cultural, social, economic and religious context in which their application is claimed, • describe the educational dimensions of HRs and ways of approaching them in school, • define the concept of minority, • enumerate the rights of minorities, • name the recognized minorities in Greece, • discuss the international and Greek experience regarding minority education.
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ol style="list-style-type: none"> 1. Search for, analyses and synthesis of data and information, with the use of the necessary technology 2. Respect for difference and multiculturalism 3. Respect for the natural environment 4. Showing social, professional and ethical responsibility and sensitivity to gender awareness 5. Exercise of critique and self-critique 6. Promote free, creative and inductive thinking 	

SYLLABUS

<ol style="list-style-type: none"> 1. The Charter of Human Rights (1948). <ol style="list-style-type: none"> 1. The evolution of the Charter over the last fifty years. (3 hours) 2. The functionality of the Charter. (3 hours) 3. The Universal Power of the Charter on Human Rights. (3 hours) 2. Education as a human right and human rights in education. (3 hours) 3. The rights of the child. (3 hours) 4. The Pedagogy of Human Rights. (3 hours) 5. The concept of minority (3 hours) 6. Greek and International Legal Framework for the Protection of Minorities (3 hours) 7. Minority groups in Greece (3 hours) 8. The Muslim minority of Thrace. (3 hours) 9. Roma. (3 hours) 10. Other linguistic and ethnic minorities (3 hours) 11. Minority education (3 hours) 12. The inclusion pedagogy (3 hours) 13. Peace Education (3 hours)
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lecture, viewing and analysing films and documentaries, Internet search										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video Projector, internet, digital course on the University of Patras e-class platform										
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Film and Documentary Projections</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Internet search</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">83</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	30	Film and Documentary Projections	6	Internet search	3	Study and analysis of bibliography	83
Activity	Semester workload										
Lectures	30										
Film and Documentary Projections	6										
Internet search	3										
Study and analysis of bibliography	83										

<i>activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Exams	3
	Coursetotal	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation is executed with a written examination at the end of the semester.</p> <p>ERASMUS students are assigned a written final task, in English or French, which is presented to all the students attending the course.</p>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Μπάλιας Στ., (2011). *Τα δικαιώματα του παιδιού*, Αθήνα, ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ ΑΕΒΕ, ISBN: 978-960-02-2512-9, Κωδικός ΕΥΔΟΞΟΣ: 88023
2. Πανταζής, Β., Παπαγεωργίου, Ε., (2012), *Εκπαίδευση στα ανθρώπινα δικαιώματα: Θεωρία – Έρευνα*, Αθήνα, ΜΟΝΟΠΡΟΣΩΠΗ ΕΠΕ, ISBN 978-960-9541-88-6, Κωδικός ΕΥΔΟΞΟΣ: 22767831
3. Lenhart, V., (2006). *Παιδαγωγική των ανθρωπίνων δικαιωμάτων*, Αθήνα, Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε., ISBN: 978-960-01-1084-0, Κωδικός ΕΥΔΟΞΟΣ: 32310
4. Νικολάου, Γ. (2010), *Εκπαίδευση & Ταυτότητα στη Διασπορά*, Αθήνα, Πεδίο, ISBN: 978-960-9405-31-7, Κωδικός ΕΥΔΟΞΟΣ: 2118
5. *Ανθρώπινα δικαιώματα – Ενιαία εκπαίδευση. Κοινωνιολογικές, παιδαγωγικές και ψυχολογικές προσεγγίσεις*, (2021). (Επιμ. Θάνος, Θ. & Συμεού, Λ. – Συνεργ. Πίτσου, Χ. & Κρομμύδας, Ι.) Αθήνα. Εκδόσεις: Gutenberg. (σελ. 15-36). ISBN: 978-960-01-2253-4 Κωδικός ΕΥΔΟΞΟΣ: 102074820
6. Καρακατσάνη Δ., (2004). *Εκπαίδευση και πολιτική διαπαιδαγώγηση*, Αθήνα Μεταίχμιο, ISBN: 978-960-375-720-7, Κωδικός ΕΥΔΟΞΟΣ: 24058

- Related academic journals:

International Journal of Human Rights Education
Human Rights Education Review
Journal of Human Rights and Social Work
Journal of Human Rights

COURSE ESW_107

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_107	SEMESTER OF STUDIES	1 st
COURSE TITLE	PERFORMANCE ARTS AS A MEANS OF EDUCATION AND SOCIO-CULTURAL ANIMATION		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures, seminars and laboratory work	3	5	
COURSE TYPE Y	Elective Course Field of Science (Arts, Education and Social work) Knowledge, Skills Development, Changes in Attitudes		
PREREQUISITE COURSES:	There are not		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1621/		

LEARNING OUTCOMES

Leraningoutcomes
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • identify the basic theories of communication, and present its forms, means, techniques and characteristics, • categorize, evaluate and interpret verbal and non-verbal messages in the context of communication, • describe and compare basic concepts related to animation, • distinguish the different types of animation according to multiple criteria, • present performing arts techniques and explain their function, forms and means, • use their expressive means adequately (body & language), • implement techniques for the development of creativity, expression, communication and the recognition of feelings, • explain, organize, analyze and compose ideas for the creation of artistic activities for pedagogical, animation, socio-cultural intervention at school, in their work structure / camps, prisons, institutions for children, young people or the elderly, in immigrant and refugee / community accommodation structures, • design interdisciplinary programs using as basic tools creative dance, rhythmic and theatrical play, dance theater, performance, creative writing, performance writing, primitive expression, narration.
General Abilities
<ol style="list-style-type: none"> 1. Basic and also specialized knowledge about the communication, performing arts, animation. 2. Ability to cooperate and work in group 3. Ability to exercise prolific criticism and self-criticism 4. Promoting creativity, imagination and inductive reasoning. 5. Ability to apply knowledge to practice

COURSE CONTENT

The subject evolves in the following Chapters:

Ch. 1: COMMUNICATION principles, technique, group, relationships, types of communication.

Ch. 2: SOCIO-CULTURAL ANIMATION field of action, means, methods and techniques of animation. The Role, skills and characteristics of the socio-cultural animator

Ch. 3: AESTHETIC EDUCATION AND ANIMATION. Art as a tool of recognition, expression of emotions, self-knowledge and personal development.

Ch. 4: TECHNIQUES AND PRACTICES OF SOCIO-CULTURAL ANIMATION THROUGH PERFORMING ARTS

- i. Role playing method and image theater
- ii Rhythmic play (Emil JaquesDalcroze system and Carl Orff system)
- iii Theatrical play (Miguel Demuynck)
- iv. Creative dance (Rudolf von Laban)
- v. Dancetheater
- vi Expression Primitive - dance therapy
- vii Ritual, performance
- viii. Creative writing and performance writing
- ix. Narration

Ch. 5: PROJECT. Development of programs and work plans, by performing arts, animating an institutional care environment for children, young people EKO or the elderly, in accommodation structures for immigrants and refugees, or creating an artistic day workshop in the school or raising public awareness by intervening and interacting in the natural landscape to cover situations or behaviors that may undermine health, the environment or general living conditions for performance: women and men, cultural diversity, special needs.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Lectures, seminars and laboratory work face to face.																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of Information and Communication Technologies (ICT) (egpowerpoint, video) in teaching.																
TEACHING ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semesterworkload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>19</td> </tr> <tr> <td>Laboratory creative work/ technical exercises</td> <td>20</td> </tr> <tr> <td>Hours for private study of the students</td> <td>74</td> </tr> <tr> <td>Tutorial</td> <td>3</td> </tr> <tr> <td>Preparing, intervening and interacting in school or in an institutional care environment or in the natural landscape of community</td> <td>6</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Totalnumber of hours</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semesterworkload</i>	Lectures	19	Laboratory creative work/ technical exercises	20	Hours for private study of the students	74	Tutorial	3	Preparing, intervening and interacting in school or in an institutional care environment or in the natural landscape of community	6	Evaluation	3	Totalnumber of hours	125
<i>Activity</i>	<i>Semesterworkload</i>																
Lectures	19																
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Preparing, intervening and interacting in school or in an institutional care environment or in the natural landscape of community	6																
Evaluation	3																
Totalnumber of hours	125																
STUDENT ASSESSEMNT	<p>Active participation in course of development of expressive skills</p> <p>2. Observance work folder and workdairy/ reports following the completion of each laboratory creative work</p> <p>3. Preparation and participation in a project animating by performing arts or creation and participation a performance as an intervention in the community.</p> <p>4. Written examination after the end of the semester</p>																

RECOMMENDED LITERATURE

1. Αρχοντάκη, Ζ., Φιλίππου Δ. (2003) 205 βιωματικές ασκήσεις για εμπύχωση ομάδων. Εκδόσεις Καστανιώτη, Αθήνα.
2. Besnard, P. (1985). Προβληματική της κοινωνικοπολιτιστικής εμπύχωσης. Στο M. Debesse & G. Mialaret, Οι παιδαγωγικές επιστήμες, Διαρκής εκπαίδευση και κοινωνικοπολιτιστική εμπύχωση,, τομ. 8, μτφρ. από τα γαλλικά (σ. 359-402). Εκδόσεις Δίπτυχο Αθήνα.
3. BillmannSchott, F., (1997) *Όταν ο χορός θεραπεύει*, Ελληνικά Γράμματα, Αθήνα
4. Drewe Bergmann S., (1996) *Creative dance: enriching understanding*, Calgary, Alberta, Canada
5. Fischer, E., (1996). Η αναγκαιότητα της Τέχνης. Αθήνα: Θεμέλιο
6. Γαλάνη Μ., (2010), *Δημιουργική μέθοδος θεατρικού παιχνιδιού*, εκδ. Έλλην, Αθήνα.
7. Γαλάνη Μ., (2010) Ο χορός στην Εκπαίδευση, εκδ. Έλλην, Αθήνα.
8. Jennings S., (2005) *Δραματοθεραπεία: Θεραπευτικό Θέατρο. Ο μίτος της Αριάδνης*, εκδ. Σαββάλας, Αθήνα
9. Ιωάννου Γ., (επιμ.) *Παραμύθια του λαού μας*, Ερμής, Αθήνα.
10. Κοκκίδου Μ. (2014) Η εμπύχωση στη διδασκαλία ? μάθηση το σχολείο της χαράς και της καρδιάς. Εκδόσεις Fagotto Αθήνα.
11. Lefevre, M., (2008). Communicating and engaging with children and young people in care through play and the creative arts. In B. Luckcock & M. Lefevre (eds.) *Direct Work: Social Work with Children and Young People in Care*. London: BAAF.
12. Ματέυ Π., (1986) *Ρυθμική*, εκδ. Γ. Νάκας, Αθήνα.
13. Μπακιρτζής, Κ. Ν. (2004). Επικοινωνία και αγωγή. Εκδόσεις Gutenberg Αθήνα.
14. Albright Cooper, A., (2016) *Χορογραφώντας τη διαφορά*, εκδ. Νήσος, Αθήνα
15. Mueller W., *Παντομίμα*, Κάλβος, Αθήνα.
16. Mueller W., *Θέατρο του σώματος & commedia dell' arte*, University studio press.
17. Pavis P., *Λεξικό του θεάτρου*, Gutenberg, Αθήνα.
18. Pease A., & B., (2006) *Γλώσσα του σώματος Έσοπτρον*, Αθήνα
19. Πελασγός Σ., (2008) *Τα μυστικά του παραμυθιά. Μαθητεία στην τέχνη της προφορικής λογοτεχνίας και αφήγησης*, εκδ. Μεταίχμιο, Αθήνα.
20. Παπαδάκη-Μιχαηλίδη, Ε. (1998). *Η σιωπηλή γλώσσα των συναισθημάτων*. Ελληνικά Γράμματα, Αθήνα
21. Pater M., (1995) *Making Drama Special*, David Fulton Publisher, London
22. Schechner R., (2011) *Θεωρία της Επιτέλεσης*, εκδ. Τελέθριο, Αθήνα
23. Σουλιώτης Μ., *Δημιουργική γραφή – Οδηγίες πλεύσεως* (Βιβλίο εκπαιδευτικού) Υπουργείο Παιδείας και Πολιτισμού Κύπρου (Παιδαγωγικό Ινστιτούτο), Ελεύθερη διάθεση
24. Windahl, S., Signitzer, B., Olson T. J. (1999) *Εφαρμοσμένη Επικοινωνία. Μια Εισαγωγή στον Επικοινωνιακό Σχεδιασμό*. Καστανιώτη, Αθήνα

COURSE ESW_108

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Bachelor (level EQF 06)		
COURSE CODE	ESW_108	SEMESTER	A'
COURSE TITLE	Health Education (I)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures - Discussion - Demonstration of techniques		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optionalcourse		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	-----		

LEARNING OUTCOMES

<p>Learningoutcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>ConsultAppendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • define the concept of "health" as a socio-scientific issue, identify the social factors that impact on health, compare the terms "health education" and "health promotion" and analyze the concept of Health literacy and its levels, • name the objectives of health education and classify health education according to prevention levels, • describe what is program, what is the difference with the project and apply the logic model,

<ul style="list-style-type: none"> manage the community in general and the school community, especially as a place of implementation of health education programs, determine needs, set priorities, specify goals and objectives, adopt health education methodology, and apply evaluation at all stages of planning, design a Health Education program or project based on what they have learned. 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<p>The degree-holders will acquire:</p> <ul style="list-style-type: none"> Ability to plan and manage project and educational programs Ability to work in group Ability to work in an interdisciplinary environment Ability to adapt and act in new situations Ability to identify, specify, and resolve problems Ability to think critically Ability of Decision-making 																		

SYLLABUS

<p>Course is divided into three sections:</p> <p>Section A: Lessons 1-2: Health, Health education, Health promotion, Health Literacy</p> <p>Section B: Lessons 3-6: Programs - Project, Logic Model, Educational Design - Educational Activities</p> <p>Section C: Lessons 7-13: Needs, Goal, Objectives, Methodology, Evaluation, Designing Programs and Projects in Health Education</p>

TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face - In classroom						
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Connect with niche websites (video, finding information, etc.)</p> <p>Power-points</p> <p>E-class</p>						
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Discussing (on the basis of lectures or video projection)</td> <td>30</td> </tr> <tr> <td>Designing a study (project)</td> <td>30</td> </tr> </tbody> </table>	Activity	Semester workload	Discussing (on the basis of lectures or video projection)	30	Designing a study (project)	30
Activity	Semester workload						
Discussing (on the basis of lectures or video projection)	30						
Designing a study (project)	30						

<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	SimulationExercises	30
	Independentstudy	32
	Evaluation	3
	Coursetotal	125
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written work and Written final examination on the basis of multiple choice questionnaires and Problem-Solving</p>	

ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Gouvra M., Kyridis A., MavrikakiEvag. 2005. "Health Education and School, Pedagogical and Biological Approach" TYPOTHITO - Dardanos, Athens. ISBN 10: 9608041686 2. Darviri Chr. 2007. "Health Promotion". Ed. Paschalidis. Athens. ISBN-13: 9789603995517 3. Leahy Deana, Burrows Lisette, McCuaig Louise, Wright Jan, Penney Dawn. 2017. "School Health Education in Changing Times Curriculum, pedagogies and partnerships". Routledge. p:184. ISBN 9780815358510 4. Naidoo J. and Wills J. 2010, "Foundations for Health Promotion" BAILLIERE TINDALL Elsevier. ISBN: 9780702054440 5. Frounta M. 2014. "Innovative Projects for Health Education in secondary education: teachers and sexuality education for teenagers" (S.E.T) – Athens https://www.didaktorika.gr/eadd/handle/10442/36233

COURSE ESW_109

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_109 PED_206	SEMESTER	1 st
COURSE TITLE	MUSIC: THEORY AND PRAXIS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
SEMINARS – CLASSROOM WORKSHOP		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE SPECIALISED KNOWLEFGE SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English and French)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle,</i>
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according to the Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students should be able to:

- manage a simple musical text rhythmically and melodically, and identify the elements contained therein,
- use the written code of music language.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Knowledge concerning:

- Theory of music
- Music reading (rhythmic and melodic)

SYLLABUS

Study of:

- Music notation and its evolution from the first samples to the introduction of the "analogue specific notation " at the time of Renaissance.
- The metrics of the music

- Data relating to the interpretation of musical texts

Musicreading:

- Rhythmic
- Melodic

TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Face-to-face</i></p>															
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><i>Use of ICT in teaching</i></p>															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="719 927 1070 987">Activity</th> <th data-bbox="1070 927 1337 987">Semesterworkload</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 987 1070 1048">Seminars</td> <td data-bbox="1070 987 1337 1048">20</td> </tr> <tr> <td data-bbox="719 1048 1070 1108">ClassroomMusicWorkshop</td> <td data-bbox="1070 1048 1337 1108">27</td> </tr> <tr> <td data-bbox="719 1108 1070 1169">Fieldexercises</td> <td data-bbox="1070 1108 1337 1169">40</td> </tr> <tr> <td data-bbox="719 1169 1070 1229">Individualworks</td> <td data-bbox="1070 1169 1337 1229">35</td> </tr> <tr> <td data-bbox="719 1229 1070 1290">Evaluation</td> <td data-bbox="1070 1229 1337 1290">3</td> </tr> <tr> <td data-bbox="719 1290 1070 1350">Coursetotal</td> <td data-bbox="1070 1290 1337 1350">125</td> </tr> </tbody> </table>		Activity	Semesterworkload	Seminars	20	ClassroomMusicWorkshop	27	Fieldexercises	40	Individualworks	35	Evaluation	3	Coursetotal	125
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions,</i></p>	<p>Language of evaluation: Greek (English and French for Erasmus students).</p> <p>Method: Written examination</p> <ul style="list-style-type: none"> • Short answer questions concerning the theory of music • Recognition of elements of the written code of 															

<p><i>problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>music</p> <ul style="list-style-type: none"> • Resolving music exercises as to measure, rhythm and values.
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ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography: Βικάτου Ε. "Η Θεωρία της μουσικής" εκδ. Παπαζήση</i></p> <p><i>Βιβλία Θεωρίας της Μουσικής</i></p> <p><i>Εγχειρίδια μελωδικών ασκήσεων</i></p> <p><i>J.C.Jollet "Παιχνίδια των ρυθμών...παιχνίδια των κλειδιών" τεύχη 1 και 2, εκδ. Billaudot</i></p> <p>- <i>Related academic journals</i></p>

COURSE ESW_110

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_110	SEMESTER	1st
COURSE TITLE	EFFECTIVENESS, QUALITY AND SOCIAL POLICY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Tutorials and laboratory hours	3	5	
COURSE TYPE	Non compulsory, special background, specialized general knowledge, skill and attitude development		
PREREQUISITE COURSES:	Basic knowledge on sociology and social policy.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/41E3522/		

LEARNING OUTCOMES

Learning outcomes
<p>The aim of this course is to allow the students, future elementary school teachers, become familiar with the concepts of efficiency, effectiveness and quality and their use in social policy, as well as the study and description of empirical findings in the field of relative effectiveness and quality improvement.</p> <p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • recognize the characteristics of the contemporary societies at economic and social levels, • describe the general characteristics of the concept of effectiveness, • compare effectiveness to efficiency and quality, • connect and discuss the historical issues of the effectiveness Movement, • resume pros and cons of policies bringing changes in favor of social effectiveness, • describe and enumerate the major characteristics that empirical studies identify in effective social institutions, • manage sources with empirical studies in Greece and abroad, • present orally and in writing (individually or in group), in a critical way, recent empirical studies that took place in Greece in the relevant field, • develop their social skills, analyze issues of methodology and apply techniques of extensive reading and research in research designs relevant to effectiveness and quality.
General Competences
<p>Criticism and self-criticism</p> <ul style="list-style-type: none"> • Individualwork • Teamwork • Work in aninterdisciplinaryenvironment • Work in aninternationalenvironment • Decisionmaking

- Study, analyze and synthesize data and information with the use of the necessary sources.
- Promotion of the free, inductive and creative thought.

SYLLABUS

The course is developed on both theoretical and practical levels, with themes that could be described as follows:

Unit 1: The socio-economic environment of Greek social policy at a local and international levels:

- Description of the basic characteristics of the contemporary societies, the “big bang” in knowledge, the huge development of new technologies, globalization of the economies, cultural internationalization, political discussions in the new era.
- The interactions of these characteristics with education and the relevant political considerations, such as: intercultural policies, citizenship, new technologies, accountability.

Unit2: The concept of effectiveness and its use in social policy:

- Effectiveness in relation to efficiency.
- The content given to effectiveness by the social policy researchers.
- The concept of improvement and quality in social policy

Unit 3: The effectivenessmovement

- The beginning of effectiveness research.
- The findings regarding the factors that contribute to effectiveness
- The most well known empirical studies in the first decade and their methodological differentiations.

Unit 4: Student practice in the study and the presentation of research for effectiveness in Greece and abroad:

- The main sources of research in print and/or electronic form
- Study and present empirical studies

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (lectures, seminars, laboratory practice, presentation, discussion).																
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of Internet Power Point presentations Website use Support learning through e-class platform																
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semesterworkload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures/seminars</td> <td>13</td> </tr> <tr> <td>Practical/laboratory exercise, presentation, discussion</td> <td>26</td> </tr> <tr> <td>Individual or/and team work with educational material.</td> <td>39</td> </tr> <tr> <td>Individualscenario</td> <td>14</td> </tr> <tr> <td>Independentstudy</td> <td>30</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Coursetotal</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semesterworkload</i>	Lectures/seminars	13	Practical/laboratory exercise, presentation, discussion	26	Individual or/and team work with educational material.	39	Individualscenario	14	Independentstudy	30	Evaluation	3	Coursetotal	125
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STUDENT PERFORMANCE EVALUATION	<p>Evaluation language is Greek. The English language may be used in the case of foreign students.</p> <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Individual or team work on educational evaluation, work presentation and discussion (40% of the final grade) 2. Continuous/transformational evaluation of students' presence and participation (20% of the final grade). 																

	<p>3. Written final exams with questions of common structure and shape.</p> <p>The content of the exams is organized in open-ended essay type questions (up to limited number of words), multiple choice questions, short answer questions, filling the gaps exercises.</p> <p>The evaluation criteria are accessible to the students through the e-class platform.</p>
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ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Karatzia-Stavlioti, E. & Lambropoulos, H., (2006). *Evaluation, effectiveness and Quality in Education*, Gutenberg, Athens (in Greek).
- Constandinou, Ch. (in collaboration with J. Constantinou), (2017). *Evaluation in Education: The evaluation of the educational work, teacher and the pupil as a theory and as a practice*. Gutenbergpublications, Athens (in Greek).
- Stamelos, G. () (2011). *Towards a poetry of the educational landscape. Alwxandria, Athens (in Greek)*.
- Sakelaropoulos, Th.et al (2018) (eds). *Social Policy*. Dionikos, Athens (in Greek)

- Karatzia-Stavlioti, E. (2006). "Educational Effectiveness and Educational Discourse of Unesco and EU in a comparative perspective", *Arethas*", Journalof the Department of Elementary Education, University of Patras, Greece, pp. 130-154.
- Alahiotis, S., & E. Karatzia–Stavlioti. 2006. "EffectiveCurriculumDesign and Cross–.Curricularity: Analysis of the New Curriculum Design by the Hellenic Pedagogical Institute." *Pedagogy, Culture and Society* 14: 119–148.
- Karatzia-Stavlioti, E. & S. N. &Alahiotis. (2007). «Evaluation of a Cross- Thematic Curricular Innovation: Teacher’s Attitudes and the Flexible Zone». *The International Journal of Learning*, 14(3), pp. 268-281. <http://ijl.cgpublisher.com/product/pub.30/prod.1357>

COURSE ESW_128

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_128	SEMESTER OF STUDIES	A (1)
COURSE TITLE	BasicPrinciples of Nutrition		
INDEPENDENTTEACHINGACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3	5	
COURSETYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBPAGE (URL)			

LEARNING OUTCOMES

Leraningoutcomes
<p>The course aims to provide knowledge and to cultivate the necessary skills for students' deep understanding of the basic principles and issues related to human nutrition and its impact on physical and mental health, but also on the development of the human body.</p> <p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • present briefly the function and composition of the human body and the metabolism of energy, • describe the role of nutrients (proteins, carbohydrates, lipids, vitamins, minerals, trace elements, water) through the prism of the basic principles of nutrition, • explain the evaluation of the dietary intake and the methodologies of compiling the nutritional analysis tables of nutrients, • develop the concept of the nutritional status of an individual, with an emphasis on hyperalimentation and malnutrition, • interpret nutrition in the life cycle, with an emphasis on children, adolescents, and young people, • discuss the role of nutrition in public health, through the prevention and treatment of diseases, • present their knowledge and demonstrate critical thinking on the fundamental issues of Nutrition Science.
General Abilities

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Production of new research ideas
- Respect for the natural environment
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity
- Practice criticism and self-criticism
- Promotion of free, creative and inductive thinking
- Development and cultivation of critical thinking

COURSE CONTENT

1. Introduction to human nutrition
2. Body composition-Digestion of food
3. Energy metabolism.
4. Nutrition and metabolism of macronutrients and micronutrients.
5. Nutritional evaluation and dietary reference values.
6. Assessment of nutritional status.
7. Nutrition in infancy-childhood-adolescence.
8. Adult and geriatric nutrition.
9. The role of nutrition in the prevention and treatment of diseases.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Teaching with physical presence														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Use of computer and video projector • View slides and videos • Enhancing teaching and communication through e-class 														
TEACHING ORGANIZATION	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of literature</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Writing assignments</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Case Studies</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Examinations</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Total number of hours for the Course (25 hours of work-load per ECTS credit)</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study and analysis of literature	23	Writing assignments	40	Case Studies	20	Examinations	3	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
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Case Studies	20														
Examinations	3														
Total number of hours for the Course (25 hours of work-load per ECTS credit)	125														
STUDENT ASSESSMENT	<p>Writing assignments, and written final exam that includes:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short-answer questions 														

RECOMMENDED LITERATURE

- *Suggested bibliography:*

Gibney MJ, Lanham-New SA, Cassidy A, Vorster. Introduction to Human Nutrition, (The Nutrition Society Textbook). 2nd Ed. Wiley-Blackwell, 2009

- *Relatedacademicjournals:*
The Journal of nutrition
Journal of Nutritional Health and Food Science

COURSE OUTLINE ESW_111

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_111	SEMESTER	1st
COURSE TITLE	English 1		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign Language		
PREREQUISITE COURSES:	There are no prerequisites for the course. However, good knowledge of English is recommended towards students' successful completion of the course (B2 C1, C2 level). Attendance and participation are highly encouraged.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https:// eclass.upatras.gr /courses/PDE1403/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of this introductory course is to familiarize students with the English language used in the field of Education and Social Sciences. A series of authentic or adapted texts from the prescribed university textbook and web-pages are read and discussed in class for comprehension, vocabulary acquisition and development .The course takes authentic English material in context as its starting point. Tasks and discussions measure understanding and practice of English throughout the course. At the end of each week you are asked to describe your own feelings and experiences about that week's topic in a short piece of writing.</p>

<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p>
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<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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By the end of this course the students will be able to:

- Discuss the terminology, especially from the language used in their subject matter
- Organize how to comprehend and analyze authentic material, with teaching focused on the development of language skills for the purposes of their field of study.
- Apply strategies for reading and comprehending, advanced authentic texts.
- Expand /enrich Vocabulary
- Improve all four language skills – reading, listening , speaking, writing to a satisfactory level.
- Develop further language skills using the technology, audiovisual activities available in addition to classroom training. In other words students are prepared for autonomous learning
- Developing production skills and understanding of written and spoken language
- Acquiring academic writing skills

(3) SYLLABUS

The selected texts are drawn mostly from the prescribed textbook ‘English for education and Social Sciences by Dr Vasilis Argiroulis units 1- 15

Exceptionality” and Special Education

- Sports and Disabilities
- Dyslexia: a problem or not?
- Inclusion
- Teaching Strategies
- How to Teach Students with Learning Disabilities in a Mainstream Class
- Clinical Neuropsychology
- Dysphonia
- Aphasia
- DysphasiaDiscipline Techniques
- Learning Disabilities
- What is Attention Deficit Disorder?
- Strategies for Teaching Students with Behavioural Disorders
- What is “Total Physical Response” (TPR)?.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, and in communication with the students (e-class). Support Learning through the e-class platform										
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>56</td> </tr> <tr> <td>Essay writing</td> <td>30</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	56	Essay writing	30	Course total	125
Activity	Semester workload										
Lectures	39										
Study and analysis of bibliography	56										
Essay writing	30										
Course total	125										

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The study material, the assessment method of the course and other relevant material are available in the e-class.</p> <p>The evaluation includes:</p> <p>The evaluation criteria are explicitly mentioned in the e-class of the course: https://eclass.upatras.gr/courses/PDE1403/</p> <p>Assessment</p> <p>To be exempted from the written Final Exam students should submit an original copy of their Language Certificates</p> <p>Level C1, Advanced, grade 6 Level C2, Proficiency, grade 7</p> <p>Students write an Optional assignment – essay of 500 words on a social issue, present an opinion, argument or problem, in consultation with the teacher, (+ 30% of the overall assessment)</p> <p><u>The Writing task is evaluated according to the following criteria:</u></p> <p>Task response: ability to address the topic fully by presenting and supporting ideas thoroughly.</p> <p>Coherence and Cohesion: writing organization and its logical sequence.</p> <p>Lexical resource: the use of a wide range of relevant vocabulary in a natural way.</p> <p>Grammatical range and accuracy: the use of grammatically correct and complex structures.</p> <p>Participation and attendance (+10% of the overall assessment).</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>The prescribed textbook on Evdoxos 'English for education and Social Sciences by Dr Vasilis Argiroulis Broken Hill Publishers</p>
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COURSE OUTLINE ESW_112

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_112	SEMESTER OF STUDIES	1o
COURSE TITLE	French I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and language practice exercises	3	5	
COURSE TYPE	Teaching French for Specific Purposes (specialised general knowledge), Academic skills development		
PREREQUISITE COURSES:	There are no prerequisites for the course. However, good knowledge of French is recommended towards students' successful completion of the course (A1/A2 level).		
TEACHING AND ASSESSMENT LANGUAGE:	French		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/FLU124/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																		
<p>The aim of this course is to brush upon students' general French language skills with an emphasis on Humanities' French topics and enhance their specific vocabulary in the Humanities Language.</p> <p>Learning outcomes At the end of the course students:</p> <ol style="list-style-type: none"> 1. use at a basic level of speaking the French language 2. discuss for the basic topics in Humanities sciences, and the language used in the field. 3. manage texts in Pedagogy and Social Sciences have acquired basic skills (text comprehension, linguistic practice, vocabulary building, written speech production) 																		
<p>General Abilities <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; vertical-align: top;"><i>Project planning and management</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Adapting to new situations</i></td> <td style="vertical-align: top;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Decision-making</i></td> <td style="vertical-align: top;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working independently</i></td> <td style="vertical-align: top;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Team work</i></td> <td style="vertical-align: top;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an international environment</i></td> <td style="vertical-align: top;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working in an interdisciplinary environment</i></td> <td style="vertical-align: top;"><i>.....</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Production of new research ideas</i></td> <td style="vertical-align: top;"><i>Others...</i></td> </tr> <tr> <td></td> <td style="vertical-align: top;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	

By the end of this course students will have developed the following skills (general abilities):

1. Ability to exhibit knowledge and understanding of the studied concepts, theories and applications which are related to Pedagogy and Social Sciences.
2. Study skills needed for the continuous academic and professional development related to French as a Foreign Language and French for General Academic and Specific Purposes.
3. Ability to interact with others on humanities or interdisciplinary nature issues.

Moreover, students will have developed the following general competences (from the list above):

Decision making
Autonomous (Independent) work
Team work
Working in an international environment
Work design - Project Planning and management
Practicing criticism and self-criticism
Promotion of free, creative and inductive thinking

(3) COURSE CONTENT

The course covers the following topics in Mechanical Engineering:

- Qu'est-ce que, les sciences humaines ? une introduction
- Qu'est-ce que, la pédagogie, le travail social ?
- Textes types
- Pratique du français Académique

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc</i>	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of the e-class learning platform (laboratory education and communication)	
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Teaching Method	Semester Workload
	Lectures + language practice	39
	Homework preparation	83
	Final exam	3
	Course total	125
STUDENT ASSESSMENT <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice/questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, presentation, examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The language of evaluation is French.</p> <p>The evaluation includes:</p> <ul style="list-style-type: none"> • Final written exam (task-based exam) – 80% • Optional oral presentation (10%) • Attendance and participation (10%) <p>The evaluation criteria are explicitly mentioned in the course syllabus handout distributed to students and uploaded in the e-class platform (URL of the course – see above)</p>	

(5) RECOMMENDED LITERATURE

1. Entre nous 1 Éditions Maison des langues ISBN : 978-84-8443-918-9
2. Pluri Dictionnaire Larousse (2016)

COURSE OUTLINE ESW_114

(6) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_114	SEMESTER	1
COURSE TITLE	Russian I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
The course is being taught as a laboratory class. The analysis of the language structure and function is materialized via the experiential learning and the active participation of the students.		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Russian		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(7) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students should be able to:

- recognize the basic phonetic and grammatical structures,
- apply basic rules of pronunciation and intonation, basic principles of grammar (nouns – noun genders – singular/plural – personal and possessive pronouns – adjectives – verbs (conjugations and tenses) and basic principles of syntax,
- manage short texts – dialogues,
- develop oral presentations.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Improvement in usage and understanding of the Russian language. Improvement of writing and speaking skills.	

(8) SYLLABUS

<ul style="list-style-type: none"> - Grammatical and syntactic phenomena. - Speaking and writing. - Vocabulary enrichment.

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)												
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-mail e-class												
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Study and analysis of bibliography	40	Project	30	Essay writing	16	Course total	125
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(10) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ. Под редакцией В.Г.Костомарова 2. РУССКИЙ ЯЗЫК. ПРАКТИЧЕСКИЙ КУРС. Л.С.Журавлёва 3. ПОЕХАЛИ. Ст. Чернышов 4. ΓΡΑΜΜΑΤΙΚΑΣΧΟΛΙΑ. ΣΗΜΕΙΩΣΕΙΣ Π. ΙΩΑΝΝΙΔΟΥ 5. РУССКО-ГРЕЧЕСКИЙ СЛОВАРЬ. MANDESON
