



**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY OF PATRAS

COURSES OUTLINE

1st YEAR

Semester 2nd

Academic Year: 2021-2022



COURSE OUTLINE ESW_115

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_115	SEMESTER	2th
COURSE TITLE	Social and Educational Policy		
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, laboratory exercises	2 hours teaching + 1 hour laboratory exercises	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 (French or English -for incoming Erasmus students).		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1636/ _		

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>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • Enumerate, recognize and correlate the different aspects of Social and Educational Policy. • Describe, give examples and summarize introductory topics of Social and Educational Policy. • Classify, combine and present issues of Social and Educational Policy. <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Ability to recall and use basic conceptual knowledge of Social-Educational Policy • Initial ability to critically approach both theoretical knowledge and its application in practice • Establishment of ability for further development of knowledge in the field of Social-Educational Policy.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Generally, by the end of this course the students will, furthermore, develop the following general abilities:

- Basic knowledge in the scientific field
- Ability to analyze and compose
- Ability to link the different areas of Social-Educational Policy

SYLLABUS

This course is divided into three sections:

- A. in the first section there is an epistemological foundation of Social-Educational Policy
- B. In the second section, basic fields of Social Policy are introduced in an introductory way
- C. In the third section, basic fields of Educational Policy are introduced in an introductory way.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <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>	Power points, e-class materials.												
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Laboratory + exercises</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Independent work</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Exams</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	36	Laboratory + exercises	36	Independent work	50	Exams	3	Course total	125
Activity	Semester Workload												
Lectures and active discussions	36												
Laboratory + exercises	36												
Independent work	50												
Exams	3												
Course total	125												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are</i>	Students are assessed as follows: <ul style="list-style-type: none"> 1. Written examination after the end of the semester 2. Active Participation in the course 												

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Sakellaropoulod Th. Economou Chr. Skamnakis Chr. Aggelaki M. (ed). 2018. *Social Policy*. Athens: Dionikos
2. Stamelos G. Vassilopoulos A. & Kavassakalis A. 2015. *Introduction to Educational Policies*. Athens: Kallipos
[https://repository.kallipos.gr/bitstream/11419/226/1/00_master%20document StamelosVasilopoulosKavasakalis_Final.pdf](https://repository.kallipos.gr/bitstream/11419/226/1/00_master%20document_StamelosVasilopoulosKavasakalis_Final.pdf)
3. Stamelos G. 2009. *Educational Policy*. Athens: Dionikos

COURSE OUTLINE ESW_116

GENERAL			
SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_116	SEMESTER	B
COURSE TITLE	INTRODUCTION TO SOCIAL WORK		
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
Total		3	
COURSE TYPE	Compulsory		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			
LEARNING OUTCOMES			
Learning Outcomes			
<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. Consult Appendix A</i></p> <p><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></p> <p><i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></p> <p><i>Guidelines for writing Learning Outcomes</i></p>			
<p>The course is the main introductory lesson in the concepts of Social Welfare and Social Work as well as social solidarity structures.</p> <p>The subject matter of the course aims at introducing the students to the basic concepts of the JC science and its phases of evolution, linking the concept of the project to the objectives and the corresponding social / economic environment and understanding the overall picture of the work of the welfare staff</p> <p>Finally, the aim of the course is to understand the importance of causal factors and conditions of poverty and social exclusion and the transformation of social initiatives into a distinct scientific field / profession.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • describe the key and critical features of the welfare state and JI development phases, particularly in the Mediterranean context. • connect these stages of development with more general economic and social struggles and initiatives at local level. • present the tools and techniques of access to national welfare structures through new technologies 			
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</i></p>			

<i>aim?</i>															
<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>	<p><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>Others...</i></p>														
<p>Autonomous Work Teamwork • Use of new technologies</p>															
<p>SYLLABUS</p>															
<p>The origin of the welfare state, the causal factors and conditions that led to the necessity of the Social Work First forms of welfare action at European level Stages of development of Social Work and the labor movement Principles and values of Social Work Areas of Social Work Welfare state reviews from the new Conservative and Neo-Marxist approach Differences and local conditions between northern and southern Europe in the Social Work practices The Mediterranean welfare state and the role of the Social Work The economic crisis and its impact on the Social Work The use of new technologies in the Social Work Developments and prospects of the Social Work in the new economic environment Social work based on documentation</p>															
<p>TEACHING and LEARNING METHODS – EVALUATION</p>															
<p>DELIVERY <i>Face-to-face, Distance learning, etc</i></p>	<p>Face to face</p>														
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Specialized Project Management Software Support of learning process through the asynchronous platform e-class</p>														
<p>TEACHING METHODS <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></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <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;">25</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">25</td> </tr> <tr> <td>essay writing</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Educational visits or/and Invitation of specialised speakers</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">25</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	25	Study and analysis of bibliography	25	essay writing	25	Educational visits or/and Invitation of specialised speakers	25	Seminars	25	Course total	125
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<p>STUDENT PERFORMANCE EVALUATION <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-</i></p>	<p>I. Final exam (60%) that consists of: - Multiple choice questions - Short case analysis for analysis of roles and stakeholders - Comparative evaluation of theory data</p>														

defined evaluation criteria are given, and if and where they are accessible to students

II. Presentation of Group Work (40%)

ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Adams, R., Dominelli, L., & Payne, M., (2009).3rd ed, *Social Work, Themes Issues and Critical Debates*, Britain: Palgrave.

Dimopouloy- Lagonika,M. (2011). *Social Work Methodology Intervention Models*,Athens, Topos (in Greek).

- Ioakimidis, B., (2012). The "dark" aspect of social work in Greece. A critical assessment of the early history of the profession (1945-1967). In Ioakeimidis, B., (ed.) *Social Work for Social Justice, Radical and Critical Theory, Practice, Examples*. Athens: Ion (in Greek),

- Kallinikaki, Th., (2011). *Introduction to Theory and Practice of Social Work* Athens: Topos (in Greek).

Kandylaki, A. (2008). *Counseling in Social Work: Skills and Techniques*. Athens: Topos (in Greek)

Related academic journals:

Social Work (in Greek).

The Greek Review of social research

Critical and Radical Social Work Journal

European Journal of Social Work

International Journal of Social Work

International Journal of Social Work Education

COURSE OUTLINE ESW_117

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_117	SEMESTER	2nd
COURSE TITLE	Introduction to Counseling		
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 + laboratory exercises	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 and skills development (compulsory)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1629/		

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>By the end of the course, students should present the theory and practice of Counseling. They are also expected to develop their empathy and demonstrate their counselling skills and effectiveness (as counsellors).</p>																			
<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></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</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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<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:

- Analysis and synthesis of data and information
- Basic knowledge regarding counselling and its relation to pedagogic practice and social work.
- Criticism and self-criticism
- Crisis management
- Problem-solving
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility

SYLLABUS

Counselling (definition, techniques and goals). Major schools and theories of Counselling. The view of Counselling as interpersonal communication and relationship. The authentic interpersonal relationship. The practice and evaluation of Counselling. Counselling skills and the role of the counsellor. Crisis management. Helping people problem-solve. Ethical framework for good practice in counselling.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, documentaries and motion picture films in order to demonstrate the concepts and skills 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												
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;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Fieldwork: students' practice of person-centered counselling (either counselling an individual or leading an encounter group) and keeping a journal as a requirement for the course.</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Assessment</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	39	Fieldwork: students' practice of person-centered counselling (either counselling an individual or leading an encounter group) and keeping a journal as a requirement for the course.	40	Autonomous study	43	Assessment	3	Course total	125
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Course total	125												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Evaluation of the student's journal, which is handed to the course instructor 1 week before the exams (20%). The mark is given provided that the student has secured at least the grade 5 in written examinations. 2. Written examination after the end of the semester (80%) 												

	Minimum passing grade: 5.
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ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Brown, N. W. (2011). *Psychoeducational groups: Process and practice* (3rd ed.). New York: Taylor & Francis.
- Corey, M. S. & Corey, G. (2006). *Groups: process and practice*. Belmont, CA: Thomson Brooks/Cole.
- Egan, G. (2013). *The Skilled Helper* (10th ed.). Belmont, CA: Brooks/Cole.
- Malikioti – Loizou, M. (2013). *Counselling Psychology*. Athens: Pedio. [in Greek]
- Mearns, David (1997). *Person Centred Counselling Training*. London: Sage Publications.
- McLeod, J. (2005). *Introduction to Counselling*. Open University Press.
- Merry, Tony (2002). *Invitation to the Person-centered approach*. Athens: Kastaniotis. [in Greek]
- Brouzos, Andreas (2004). *Person-centred counselling*. Athens: Gutenberg. [in Greek]
- Rogers, C. R. (1961). *On Becoming a Person*. Boston: Houghton-Mifflin.
- Rogers, C. R. (1991). *Encounter groups*. Athens: Diodos. [in Greek]
- Yalom, I.D., & Leszcz. M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books

-journals:

1. *European Journal of Counselling Psychology*
2. *Person-centered and Experiential Psychotherapies*
3. *Journal of Specialists in Group work*
4. *Journal of Humanistic Psychology*

COURSE OUTLINE ESW_118

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_118 PED_108	SEMESTER	2 nd
COURSE TITLE	COMPUTERS IN THE LABORATORY		
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, practice		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>	Mandatory - Knowledge acquisition, skills development		
PREREQUISITE COURSES:	There are not prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be however performed in English in case of foreign students attend the course.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1428/		

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 the course is (a) to familiarize students with the networks, the structure and the characteristics of the Internet, (b) the acquisition by the students of necessary skills to meet the requirements of their studies regarding the preparation and the presentation of their work, and (c) as teachers in the future, to use efficiently the school lab, and to contribute to the school's administrative work.</p> <p>By the end of this course the student will be able to:</p> <ul style="list-style-type: none"> • Identify network' types, topologies, features and networking materials. • Identify signal transmission ways, basic network architectures, network operating systems, communication protocols, and performance indicators. • Explain the reasons of Internet creation, summarize evolution and trends, and analyze how the Internet is structured and managed. • Analyze the ways for Internet connection and the related technologies, the key features of the Web, the terminology used, the protocols, and how the search engines work. • Analyze the basic characteristics of the e-mail, the terminology, the protocols, the message' structure, the advantages and the disadvantages of the e-mail use.

- Recognize the basic programming languages of the web and define their key features.
- Analyze and describe the communication ways over the Internet.
- Describe ways for secure internet use and the protection of the user, based on special software.
- Analyze issues in relation with internet viruses and their spread over the internet.
- Analyze issues about e-commerce, teleworking, teleconference and distance education.
- Describe the robotics evolution and identify the benefits of using educational robotics.
- Describe the effects, the social and labor impact of using technology, the characteristics of the entertainment with computer games, and the technology of the virtual reality.
- Analyze issues about computer anxiety, internet addiction and body diseases due to misuse of computers and internet.
- Identify and enumerate rules for the computer health protection.
- Describe how Microsoft Windows works
- Use Microsoft Office for basic text writing and work presenting operations, use Paint, and browse the web using the basic features of a browser (such as Google Chrome).

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>
<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>

- Working independently
- Decision making
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working in an interdisciplinary environment
- Promotion of free, creative and inductive thinking

SYLLABUS

The course consists of four modules, including laboratory practice, as follows:

Section 1. Computer networks with an emphasis on the school lab network

- Networks, types and topologies
- Connection means, signal transmission modes, transmission devices, network architectures.
- Network operation systems, communication protocols, efficiency indicators.

Section 2. Internet

- Creation, evolution, extent, administration and structure
- Internet connections, wired and wireless connections, DSL technology.
- Web: basic features, terminology, protocols, search engines.
- E-mail: basic features, message' structure, terminology, protocols, advantages and disadvantages.
- Programming languages on the Internet
- Internet communication and data security.
- Viruses, e-commerce, teleworking, teleconference and distance education.

Section 3. Influence from the spread of computers and the internet

- Robots, robotics and educational robotics.
- Social and labor impacts, the effects of computers and the internet on modern society.
- Internet, entertainment, computer games, virtual reality.
- Computer anxiety, internet addiction and body diseases from computer use.
- Rules for the computer health protection.

Section 4. Microsoft Windows – Microsoft Office

- Introduction to Microsoft Windows.
- Introduction to Microsoft Office, Paint, Google Chrome.

TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, practice, discussion, demonstration).</p>														
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Microsoft Windows, Microsoft Office, Paint and Google Chrome browser. Lectures and presentation via PowerPoint. Internet usage. Communication with students via e-mail. Learning process support through e-class platform.</p>														
<p style="text-align: center;">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> <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" style="width: 100%; border-collapse: collapse;"> <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;">39</td> </tr> <tr> <td>Practice, demonstration, discussion</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Study, preparation and writing individual exercises</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Evaluation</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	39	Practice, demonstration, discussion	21	Study, preparation and writing individual exercises	23	Autonomous study	39	Evaluation	3	Course total	125
Activity	Semester workload														
Lectures	39														
Practice, demonstration, discussion	21														
Study, preparation and writing individual exercises	23														
Autonomous study	39														
Evaluation	3														
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>Evaluation language: Greek (and English for Erasmus students). Evaluation procedure:</p> <ol style="list-style-type: none"> 1. Study and practice in the laboratory in the handling of the Microsoft Windows environment and individual written work during the semester in Microsoft Word, Excel, PowerPoint, Paint in the laboratory, the completion of which is a prerequisite for participating to the final examinations. 2. Written final examination (100% of the grade). The content of the exam is organized by, true/false questions, multiple – choice questions, matching questions, short answer questions, fill-in-the-blank questions and ordering questions. <p>Assessment criteria are available via e-class and the teacher's personal webpage.</p>														

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Panagiotakopoulos, C. (2020). *Introduction to Computer Science*. Patra: Gotsis.
- Panagiotakopoulos, C. (2018). *Learning Microsoft Windows and Microsoft Office: A quick learning guide. Notes for the Laboratory*. Patras: University of Patras Press.
- Xarchakos, K. I. & Karolidis, D. A. (2019). *Learning easily Microsoft Office 2019*. Athens: Avakas Publications.
- McFedries, P. (2015). *Easily Windows 10. The quick way to learn*. Athens: Klidarithmos Publications.
- Kurose, J., Ross, K. (2013). *Computer networking – A bottom-up approach*. Athens: Giourdas Publications.
- Selected articles from journals.

COURSE OUTLINE ESW_119

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate studies		
COURSE CODE	ESW_119	SEMESTER OF STUDIES	2nd
COURSE TITLE	Developmental Psychology I: Cognitive and Language development		
		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
COURSE TYPE	Foundation course- Obligatory		
PREREQUISITE COURSES:	Introduction to Psychology		
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (English and French)		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1422/		

LEARNING OUTCOMES

Leraning outcomes	
After completing the course, students should be able to:	
<ul style="list-style-type: none"> • Identify children, in new ways and possess, the basic knowledge of their development • Identify developmental milestones in a life-span perspective • Distinguish between major theoretical approaches and methods in a life-span perspective • Evaluate the advantages and disadvantages of the various techniques used to study human development • Determine the respective contributions of “nature” and “nurture” to human development, as well as their interactions • Analyze and apply key concepts in developmental psychology within the areas of biological, cognitive, language, social and emotional development • Analyze the connection among language, thought and brain • Identify of basic sub-fields of language development, including: human versus animal communication, the biological bases of language versus environmental factors, similarities between languages • Explain the relationship between child development and education • Discuss critically about research: search and find articles, review the literature, and summarize research in writing • Understand, interpret and present research data 	
	General Abilities

Information search skills
 Critical reading
 Literature review and synthesis
 Presentation skills
 Independent study
 Cooperative study
 Promotion of critical thinking

COURSE CONTENT

This course provides an introduction to the field of Developmental Psychology. Human development is studied across the lifespan, from conception to death. Physical, cognitive, and socio-emotional development, with an emphasis on cognitive and language development, are examined. Genetic and environmental contributions to development are also examined. Key theories are integrated throughout the course as well as developmental milestones across the lifespan. The course further covers different research perspectives and study methods within the field of developmental psychology with an emphasis on the fields of cognitive and language development. Lastly, this course provides an overview of current developmental topics across the lifespan and more particularly those relating to cognitive and language development.

Basic topics covered in this course include: Child development theories with an emphasis on Piaget's cognitive developmental theory, Vygotsky's socio-cultural theory, Neo-Piagetian approaches, information-processing theory. Research strategies: common methods of child study. Determinants of development: Biological foundations and environment. The Sequence of child development and the processes that underlie it. The interdependence of all domains of development – physical, cognitive, emotional and social. Theoretical approaches to language development. The trajectory of language development including phonological, morphological, syntactic, semantic, pragmatic development.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Face-to-face teaching (lectures), class discussions, workshop-style pair work and group work during class meetings.												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Power point presentations Use of internet Use of relevant web sites Use of e-class electronic platform												
TEACHING ORGANIZATION	<table border="1"> <thead> <tr> <th><i>Teaching Method</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>lectures</td> <td>62</td> </tr> <tr> <td>Practical training, discussion based on relevant video</td> <td>30</td> </tr> <tr> <td>Independent study</td> <td>30</td> </tr> <tr> <td>Assessment</td> <td>3</td> </tr> <tr> <td>Total number of hours for the Course</td> <td>125</td> </tr> </tbody> </table>	<i>Teaching Method</i>	<i>Semester Workload</i>	lectures	62	Practical training, discussion based on relevant video	30	Independent study	30	Assessment	3	Total number of hours for the Course	125
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lectures	62												
Practical training, discussion based on relevant video	30												
Independent study	30												
Assessment	3												
Total number of hours for the Course	125												
STUDENT ASSESSMENT	Evaluation will be based on a final exam. The format of the final exam will be either multiple-choice or short answer or												

RECOMMENDED LITERATURE

- Lightfoot, C., Cole, M & Cole, S. (2014). *Η ανάπτυξη των παιδιών*. Επιμέλεια: Ζ. Μπαμπλέκου. Εκδόσεις Gutenberg.
- Feldman R. (2019). *Αναπτυξιακή Ψυχολογία: Δια βίου προσέγγιση*. Επιστημονική επιμέλεια: Η. Μπεζεβέγκης. Εκδόσεις Gutenberg.
- Smith, P., Cowie, H., Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών*. Επιστημονική επιμέλεια: Ε. Γαλανάκη. Εκδόσεις: Τζιόλα & Υιοί Α.Ε.
- Slater, A., Bremner, G. *Εισαγωγή στην Αναπτυξιακή Ψυχολογία*. Επιστημονική επιμέλεια: Ε. Τσοούρτου. Εκδόσεις: Τζιόλα & Υιοί Α.Ε
- Lehalle και Mellier (2009). *Ψυχολογία της ανάπτυξης, Παιδική ηλικία και εφηβεία*. Επιστημονική επιμέλεια: Λ. Μπεζέ. Εκδόσεις Πεδίο.
- Siegler, R. (2002). *Πώς σκέφτονται τα παιδιά*. Επιμέλεια: Σ. Βοσνιάδου. Εκδόσεις: Gutenberg Ψυχολογία.
- Lehalle και Mellier (2009). *Ψυχολογία της ανάπτυξης, Παιδική ηλικία και εφηβεία*. Επιστημονική επιμέλεια: Λ. Μπεζέ. Εκδόσεις Πεδίο.

Journals

- Child Development
- Developmental Psychology
- Developmental Review
- British journal of Developmental Psychology
- Journal of Experimental Child Psychology
- Early Childhood Research Quarterly
- Developmental Science
- Cognitive Development

COURSE OUTLINE ESW_120

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_120	SEMESTER	2
COURSE TITLE	Education- local community and family		
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		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>	Optional		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	no		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1631/		

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>Students will be able to:</p> <ul style="list-style-type: none"> • Describe, recognize and combine information about sociology of community. • Determine the role of the school's relationship with the local community in achieving social change. • Describe what is Community work and will identify community work programs that have been implemented in Greece in education and applying action research. • Explain the concept of critical awareness and the role of education in acquiring it.
<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>

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

- Analyze the impact of the school on the local community.
- Identify his/her role as a teacher in the relationship between school, community and family.
- Identify the importance of communication between the school and the family.
- Identify the role and the necessity of other professionals in this relationship, such as social workers.
- Identify the key elements of action research.
- Prefer work in a group.
- Recognize the strengths and weaknesses of oneself aiming at professional and personal improvement

SYLLABUS

Course is divided into three parts:

- Sociology of community
- What is Community Work. Analysis of community projects in Greece and in educational settings.
- The concept of critical awareness and its contemporary approaches.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In classroom											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Specific web pages, power-points, e-class											
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures-discussion</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual work</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Evaluation</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-discussion	39	Individual work	83	Evaluation	3	Course total	125
Activity	Semester workload											
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Individual work	83											
Evaluation	3											
Course total	125											
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,</i>	Written examination (70%) Presence and participation in											

<p><i>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 lesson. Self-assessment report of the student (30%).</p>
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ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Zaimakis, G., (2011), Community Work and Local Communities: development, collective action, multiculturalism, Athens: Pletron. 2. Karagounis V., (2008), Community Work and Local Development, Athens: Topos (Motivo Publishing)
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COURSE OUTLINE ESW_121

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_121	SEMESTER	B
COURSE TITLE	INTERCULTURAL EDUCATION & ART		
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	NAI		
COURSE WEBSITE (URL)			

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>Students are expected to:</p> <ol style="list-style-type: none"> 1 Identify the basic concepts and principles of intercultural theory 2. Identify the basic stages of the communicative act 3. Explain the concept of "communication code" 4. Explain why Art is a way of communication 5. Identify that Art is associated with peoples' culture 6. Identify different forms of Art have their own codes 7. Decode a work of Art, understanding its intercultural dimension 8. Present an Artwork as a language of communication in the multicultural classroom. 		
<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> <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> </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> </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>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>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>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>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>
1. Search for, analysis and synthesis of data and information, using the necessary technology 2. Respect for diversity and multiculturalism 3. Showing social, professional and moral responsibility and sensitivity to gender issues 4. Criticism and self-criticism 5. Production/promotion of free, creative and inductive thinking 6. Teamwork 7. Working in an interdisciplinary environment	

SYLLABUS

1. Intercultural theory (3 hours) 2. Basic principles of communication - intercultural communication (3 hours) 3. Codes in communication (3 hours) 4. Understanding of the character of a culture and the reasons that give birth to it (3 hours). 5. The functionality of the original, as the emancipation of the special weight of art for human beings (e.g. shadow theater) (3 hours). 6. The importance of music in all cultures: different paths, common goals (3 hours). 7. Different musical systems and styles (3 hours). 8. Comparative study of the diversity of music of different countries (3 hours). 9. Comparative study of the diversity of music of different countries (3 hours) 10. The integration of musical elements of different cultures into major works of art (3 hours). 11. The Intercultural awareness through art, as a means of promoting cultural understanding of diversity (3 hours). 12. The use of Art as a means of communication in teaching practice (3 hours). 13. The use of Art as a means of communication in teaching practice (3 hours).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, screening and analysis of films and documentaries, web search, experiential exercises															
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector, internet, digital lesson at the e-class of the University of Patras															
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>30</td> </tr> <tr> <td>Screening-Experiential exercises</td> <td>6</td> </tr> <tr> <td>Web Search</td> <td>3</td> </tr> <tr> <td>Literature Study</td> <td>83</td> </tr> <tr> <td>Exam</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	30	Screening-Experiential exercises	6	Web Search	3	Literature Study	83	Exam	3	Course total	125	
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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>	<p>The evaluation procedure is performed through a combination of a compulsory assignment, the evaluation of which is added to the final degree, after the written examination at the end of the semester.</p> <p>ERASMUS students hand in a written assignment, in English or French, which exempts them from the obligation to take the final exam.</p>
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ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Τσιάκαλος, Γ.(2000), Οδηγός Αντιρατσιστικής Εκπαίδευσης, Αθήνα: Ελληνικά Γράμματα.
2. Watzlavick, P.et.al. (2005), Ανθρώπινη επικοινωνία και οι επιδράσεις της στη συμπεριφορά, επιστ. επιμ. Κ. Χαραλαμπάκη, μτφ. Α. Γολέμη, Αθήνα: Ελληνικά Γράμματα.
3. Α. Βαφέα (συντ.) (1996), Το πολύχρωμο σχολείο. Μια εμπειρία διαπολιτισμικής εκπαίδευσηςμέσα από την τέχνη. Αθήνα Σχεδία
4. Σακελλαρίδης, Γ. (2008). Διαπολιτισμική μουσική εκπαίδευση. Αθήνα: ΑΤΡΑΠΟΣ.
5. Anderson, W., M. and Campbell, P., S. (2010). Multicultural Perspectives in Music Education.The National Association for Music Education
6. Barone, T. State, A. Bresler, L.(2005). Drawing on Diversity in the Arts Education Classroom: Educating Our New Teachers. *International Journal of Education & the Arts*, 6(14), p. 2-5
7. Green, L. (2008). *Music, Informal Learning and the School: A New Classroom Pedagogy*. Ashgate.
8. Mason, R. (1995). Art Education and Multiculturalism. (2nd Ed.). Corsham: NSEAD.
9. Markidou, T. (2014). Κοινωνικές και διαπολιτισμικές αξίες στομάθημα της εικαστικής αγωγής (Social and intercultural values in art education). Διαπολιτισμική Εκπαίδευση: Προκλήσεις, Παιδαγωγικές Θεωρήσεις και Εισηγήσεις (Συλλογικό Έργο).

COURSE OUTLINE ESW_122

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_122 PED_210	SEMESTER OF STUDIES	2 nd
COURSE TITLE	CONTEMPORARY DANCE: HISTORY, EDUCATION, AND CHOREOGRAPHY		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures, seminars and laboratory work	3	5	
COURSE TYPE	COURSE CHOICE Field of Science Dance Art in education, Knowledge, Skills Development, Changes in Attitudes		
PREREQUISITE COURSES:	There are not		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (English and Bulgarian)		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1465/		

LEARNING OUTCOMES

Leraning outcomes
Students – after completing the courses – are supposed to be able to: 1. Describe, distinguish and compare basic senses related to creative and contemporary dance 2. Define the conditions to exploit ideas, discover solutions and deepen creative ways of composition and choreography. 3. Manage sufficiently their physical means / body of expression 4. Collect, organize, analyze and come up with ideas about the choreography creation of a new product of art as a didactic and pedagogical intervention in school. 5. Create a lesson plan or a program in a interdisciplinary way for implementation and development using dance as basic tool
General Abilities
1. Basic knowledge (throw history and theory of dance) about the importance of dance as an educational tool for physical and psychological development of child within the framework of primary education. 2. Development of movement expressive skills through activities, games, incentives related to the structure of movement for development cognitive, physical, emotional and creative level of child 3. Ability to cooperate and work in group and basic knowledge in encouragement of a group using dance 4. Ability to exercise prolific criticism and self-criticism 5. Promoting creativity, imagination and inductive reasoning. 6. Ability to apply knowledge to practice.

COURSE CONTENT

The subject evolves in the following Chapters: Ch. 1: Body /somatic Ch. 2: Dance - Definitions
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Ch. 3: History of Dance [Isadora Duncan, R. V. Laban, Mary Wigman, Martha Graham, Doris Humphrey, Kurt Jooss, Merci Cunningham, Jose Limon, Paxton, Maurice Bejart, Pina Baush, Sasha Waltz, Wim Vandekeybus, Koula Pratsika, Rallou Manou, Dimitris Papaioannou].
 From R.V. Laban and Isadora Duncan to the dancetheatre of Pina Baush.
 Ch. 4: The way of choreography by the way of creative dance.
 Ch. 5: The way of choreography by dance combination
 Group, relations and communication in theatrical game
 Ch. 6: Technique of contact improvisation [touching, pushing, rolling, sliding, pivoting, with partner and without]
 Ch. 7: Body and narration.
 Ch. 8: Principles of presence of composition and choreography
 Ch. 9: Dancetheatre. Rhythm Speech and Movement
 Ch. 10: Happening/performance Site specific.

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) (eg powerpoint, video) in teaching.	
TEACHING ORGANIZATION	Activity	Semester workload
	Lectures	19
	Laboratory creative work/ technical exercises	20
	Hours for private study of the students and preparation of choreography -works	74
	Tutorial	3
	Preparation for the Choreography - Performance / Choreography performance	6
	Evaluation	3
	Total number of hours	125
STUDENT ASSESMENT	<ol style="list-style-type: none"> Active participation in course of development of movement expressive skills through activities, games, incentives related to the structure of movement (LABAN) Observance work folder and work dairy/ reports following the completion of each laboratory creative work Preparation of a performance and participation in performance as an intervention in the community. Written examination after the end of the semester 	

RECOMMENDED LITERATURE

Αυγητίδου Α., Βαμβακίδου *Performance V.1: Επιτελεστικές πρακτικές στην τέχνη και δράσεις in situ*, εκδ. Ίων, Αθήνα.
 Γαλάνη Μ. (2010) *Ο Χορός στην Εκπαίδευση*, εκδ. Έλλην, Αθήνα.
 Γκαρωντύ Ρ., *Ο χορός στη ζωή*, εκδόσεις Ηριδανός, Αθήνα.
 Googh M., *Γνωριμία με το χορό: οδηγός δημιουργικής διδασκαλίας για τον έντεχνο χορό*, εκδ. Dian.
 Κουρούπη Ε., *Χορός, Σώμα Κίνηση Πτυχές της Χορευτικής Τέχνης*, εκδόσεις Νεφέλη, Αθήνα.
 Ρηγοπούλου Π., *Το Σώμα: ικεσία και απειλή*, εκδόσεις Πλέθρον, Αθήνα.
 Schechner R., *Θεωρία της Επιτέλεσης*. επιμ. Ζωγράφου Μ., Φιλίππου Φ., εκδ. Τελέθριο, Αθήνα.

COURSE OUTLINE ESW_123

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_123	SEMESTER OF STUDIES	2nd Semester
COURSE TITLE	COGNITIVE FUNCTIONS AND BRAIN		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3 hours	5 ECTS	
<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>	OPTIONAL Scientific Knowledge Discipline		
PREREQUISITE COURSES:	NONE		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (ENGLISH)		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1594		

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>At the end of the course, students are expected:</p> <ul style="list-style-type: none"> • to identify the main cognitive factors affecting the learning process and their relationship with brain. • to explain the main cognitive factors affecting student's knowledge acquisition, such as perception, memory, comprehension and their relationship with brain. 		
<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> </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> </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>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>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>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>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
<ul style="list-style-type: none"> ● to adopt creative and deductive thinking ● to discuss critically and synthesise scientific ideas of different aspects of cognitive theories 	

COURSE CONTENT

<p>Syllabus topics are the following:</p> <ul style="list-style-type: none"> ● Behaviour and cognitive factors affecting learning. ● Brain and learning. ● Brain and Central Nervous System. ● Perception. ● Memory: Working memory, short-term/long-term memory. ● Language acquisition. ● Text Comprehension. ● Language and Thinking.
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TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, discussion in the classroom</p> <p>Visiting Academic Staff for offering lectures on brain and CNS.</p> <p>Tutorials for Erasmus students</p>										
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Lectures via power-point.</p> <p>Educational material via e-class.</p> <p>Communication with students via e-mail.</p>										
<p style="text-align: center;">TEACHING ORGANIZATION</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> <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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Teaching Method</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>Autonomous Study</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Written Assessment</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Total number of hours for the Course</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Teaching Method</i>	<i>Semester Workload</i>	Lectures	39	Autonomous Study	83	Written Assessment	3	Total number of hours for the Course	125
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Lectures	39										
Autonomous Study	83										
Written Assessment	3										
Total number of hours for the Course	125										
<p style="text-align: center;">STUDENT ASSESSMENT</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>Written exam (100%)</p> <p>Greek/English for Erasmus students</p> <p>Assessment criteria available via e-class</p>										

RECOMMENDED LITERATURE

- Suggested bibliography:

Roussos, P. (2012). *Cognitive Psychology. The Basic Cognitive Functions*. Athens: Topos (In Greek).

Martin, N.G. (2011). *Neuropsychology: Brain and Behavior*. Athens: Ellin (In Greek).

COURSE OUTLINE ESW_129

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_129	SEMESTER	2nd
COURSE TITLE	History of Neohellenic Education		
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 (elective course)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1605/		

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>In this course students become familiar with basic concepts, approaches, and methods in the field of History of Education Sciences. Students at the end of the course are expected to:</p> <ul style="list-style-type: none"> • identify basic concepts in the field of History of Education Sciences, and in particular of Modern Greek Education. • explain the specificity of the Sciences of History and the History of Education and their relationship with the other Sciences. • identify the basic research methods of the Science of History in general and the History of Education in particular. • Describe and analyze the most important historical research regarding the History of Education. • organize a research of historical archives of Education. • Describe the basic stations in the History of Education in the Modern Greek state. • Identify the pedagogical currents at least since the founding of the Modern Greek state.
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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

By the end of this course, students are expected to develop the following general abilities:

- Critical reading and evaluation / evaluation of research related to the subject matter
- Decision making
- Working independently
- Teamwork
- Cultivation of free, creative, and inductive thinking
- Search for bibliographic sources related to the subject
- Work in an interdisciplinary environment
- Development of resource research and resource verification skills.
- Consolidate data analysis and inference capabilities
- Showing social, professional, and ethical responsibility

SYLLABUS

The course evolves into three components/parts:

Part A. Lectures 1-4: Introduction to the field of Historical Studies (historical schools, characteristics, principles and rules of historical science).

Part B. Lectures 5-8: Introduction to historical research: Presentation and analysis of the most important historical research regarding the history of education and in particular the history of Modern Greek education.

Part C. Lectures 9-13: Presentation and analysis of the work of the most important educators / pedagogical currents of the past centuries and their correlation with the modern educational reality in the Greek school.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face (in the classroom), thematic folders of the history of education, inverted classroom, presentations using audio-visual material [viewing videos, movies]		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process and dissemination of educational material through the electronic platform e-class. Enriched presentation using computer programs (keynote) and other audio-visual media (YouTube) etc. Communication with students via e-class and e-mail Utilization of the HEAL-Link system for access to the international literature.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Activity</td> <td style="text-align: center;">Semester</td> </tr> </table>	Activity	Semester
Activity	Semester		

<p>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.</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>		Workload
	Lectures, discussions	39
	Study of historical material	40
	Literature review	43
	Final examination (3 conduct hours)	3
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION 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: Written final exam. The content of the examination is organized with open-ended crisis questions, with requested commentary and analysis of historical evidence related to Modern Greek Education by the students. The topics are common to all students and have a common structure and form.</p> <p>The evaluation criteria are posted at the node of the course in eclass, fully explained and accessible by the students.</p>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Athanasiadis Ch. (2015). *The withdrawn Books. Nation and school history in Greece, 1858-2008*. Athens: Alexandria Publications. (in Greek)
2. Andreou A. (1992). *Sources of the History of Modern Greek Education. Archives-Archival Collections, Bibliography, Recording*. Thessaloniki: VANIAS Publications. (in Greek)
3. Clogg R. (1999). *A Brief History of Modern Greece*. (translated by Ch. Founteas). Athens: Book Institute Publications, A. Kardamitsa (in Greek)
4. Dimaras A. (2013). *History of Modern Greek Education, The Opposite Leap*. Athens: Metaichmio Publications. (in Greek)
5. Dimaras A. (1983). *The reform that did not take place, Evidence of History, vol A*. Athens: Hermes Publishing. (in Greek)
6. Dimaras A. (1984). *The reform that did not take place, Evidence of History, vol B*. Athens: Hermes Publishing. (in Greek)
7. Karafillis A. (2002). *Modern Greek Education. Two centuries of reform efforts*. Athens: Kritiki Publications. (in Greek)
8. Kyprianos P. (2004). *Comparative History of Greek Education*. Athens: Bibliorama Publications (in Greek)
9. Papakonstantinou P., Andreou A. (1992). *The Teaching and the development of Pedagogical Thought 1875-1914*. Athens: Odysseas Publications. (in Greek)
10. Terzis N. (1986). *The Pedagogy of Alexandros P. Delmouzos. Systematic examination of the project and its action*. Thessaloniki: Kyriakidis Publications. (in Greek)
11. Fragoudaki A. (1990). *Educational Reform and Liberal Intellectuals. Barren struggles and ideological impasses in the interwar period*. Athens: Kedros Publications. (in Greek)
12. Charalambous D. (1987). *The Educational Group: its establishment, its action for the educational reform and its disintegration*. Thessaloniki: Kyriakidis Publications. (in Greek)

COURSE OUTLINE ESW_124

(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_124	SEMESTER	2nd
COURSE TITLE	English 2		
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>	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 (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</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 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. Tasks and discussions will help you 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</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%; 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>
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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 20-40

- Learning Styles
- Depression: causes and symptoms
- What Can I Teach My Young Child About the Environment?
- Teaching Sign Language to Parents of Deaf Children
- Teaching Blind Children to Navigate
- Education and Training: The Formal Curriculum (Sociology).

(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. 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. 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;">56</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: center;">30</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	56	Essay writing	30	Course total	125
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Lectures	39										
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Course total	125										
STUDENT PERFORMANCE EVALUATION <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, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><i>The study material, the assessment method of the course and other relevant material are available in the e-class .</i></p> <p>The evaluation includes: The evaluation criteria are explicitly mentioned in the eclass 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</p> <p>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, (+ 20% 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> <p>All the taught material and suggested bibliography are uploaded online (e-class)</p>
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(5) ATTACHED BIBLIOGRAPHY

The prescribed textbook on **Evdoxos**
'English for education and Social Sciences by Dr Vasilis Argiroulis
Broken Hill Publishers

COURSE OUTLINE ESW_125

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_125	SEMESTER OF STUDIES	2nd
COURSE TITLE	French II		
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 (A2/B1 level).		
TEACHING AND ASSESSMENT LANGUAGE:	French		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/FLU125/		

(2) LEARNING OUTCOMES

<p>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</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>The aim of the course 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 in the Humanities Language.</p> <p>Learning outcomes At the end of the course students expected to:</p> <ol style="list-style-type: none"> 1. Develop basic French language speaking skills 2. Analyze the first meanings of French in Humanities, and the language used in the field. 3. Manage and analyze texts in Humanities (text comprehension, linguistic practice, vocabulary building, written speech production) 		
<p>General Abilities Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p> </td> </tr> </table>	<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
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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 terms, concepts theories and applications which are related to Pedagogy and Social Sciences.
2. Study skills needed for continuing 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 of 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:

1. Témoignages – test de personnalité
2. Article de presse
3. Questionnaire
4. Fiche d’entretien
5. Infographie – Article de Magazine
6. 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 + and 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>	The language of evaluation is French. The evaluation includes: <ul style="list-style-type: none"> • Final written exam (task-based exam) – 80% • Optional oral presentation (10%) • Attendance and participation (10%) 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).	

(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_127

(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_127	SEMESTER	2
COURSE TITLE	Russian II		
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:	The students who choose RUSSIAN II must have attended RUSSIAN I.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Russian		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(7) 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>It is expected that after completing the course students will:</p> <ul style="list-style-type: none"> - recognize basic principles of syntax and grammar (verbs of second conjugation, imperative, adjectives, direct object in causative case, subordinate clause) - produce short texts and dialogues - develop language communication skills - participate in oral presentations

<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> <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>Team work</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> <p><i>Criticism and self-criticism</i></p>
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Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Production of free, creative and inductive thinking Others...
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. 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. 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>40</td> </tr> <tr> <td>Project</td> <td>30</td> </tr> <tr> <td>Essay writing</td> <td>16</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	40	Project	30	Essay writing	16	Course total	125
Activity	Semester workload												
Lectures	39												
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STUDENT PERFORMANCE EVALUATION <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, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Assessment language is Russian.</p> <p>The evaluation is based on: Final Exam (50%) Written project (10%) Attendance (40%)</p>												

(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. ΓΡΑΜΜΑΤΙΚΑ ΣΧΟΛΙΑ. ΣΗΜΕΙΩΣΕΙΣ Π.ΙΩΑΝΝΙΔΟΥ
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