



**DEPARTMENT OF EDUCATIONAL SCIENCES  
AND SOCIAL WORK**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**UNIVERSITY OF PATRAS**

## **COURSES OUTLINE**

**2nd YEAR**

**Semester 3rd**

**Academic Year: 2021-2022**

**MAIN FIELD: TEACHERS OF PRIMARY  
EDUCATION**



## COURSE ESW\_201

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_201</b>	<b>SEMESTER</b>	<b>3rd</b>
<b>COURSE TITLE</b>	School Counseling		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background and skills development (optional)		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1359/">https://eclass.upatras.gr/courses/PDE1359/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>In this course students become familiar with basic concepts, theories and skills necessary for the practice of school counselling. Specifically, the course offers a general overview of the major approaches in counseling, as well as of the major counselling procedures and services. In addition, students become familiar with the ethical framework of good practice in counselling. Students at the end of the course are expected to:</p> <ul style="list-style-type: none"> <li>• present the evolution and recent developments in the field of Counseling.</li> <li>• analyze the major approaches in Counseling.</li> <li>• apply key concepts and high-quality research evidence regarding counseling practice.</li> <li>• critically evaluate counselling services.</li> <li>• determine the key principles of individual and group counseling</li> <li>• develop the major features and functions of psychoeducational and counselling groups.</li> <li>• recognize the main psychosocial and emotional difficulties of the youth and design appropriate counselling interventions/services.</li> </ul>
<b>General Competences</b>

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:

- Read critically and evaluate empirical studies from the field of Counseling
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility

## SYLLABUS

The importance of guidance and counselling programs in contemporary schools. Children's and adolescents' psychosocial characteristics or problem behavior and their counseling needs. The teacher's role as a counselor. Psychoeducational groups for children and adolescents. Planning for a psychoeducational group aiming at enhancing children and adolescent psychosocial and emotional development. Group leadership skills and group processes (therapeutic factors, group climate, group alliance). Evaluating psychoeducational groups.

## TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, presentation of student home-works, brainstorming, documentaries and motion picture films in order to demonstrate the concepts and skills discussed in this course.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class, access to online journals via Heal-Link, communication via e-mail.	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures and active discussions	39
	Autonomous study and home-work presentation	83
	Final examination (3 conduct hours)	3
	<b>Course total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Students are assessed as follows:	

<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>	<ol style="list-style-type: none"> <li>1. Article presentation (15% of the overall grade)</li> <li>2. Assignment (25% of the overall grade)</li> <li>3. Written examination (60% of the overall grade)</li> </ol>
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### **ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

1. Erford, B. T. (Ed.). (2016). *Group work in schools* (2th ed.). New York: Routledge
2. Vassilopoulos, S. P., Brouzos, A., & Baourda, V. (2016). *Psychoeducational group programs for children and adolescents*. Athens: Gutenberg [in Greek]
3. Vassilopoulos, S. P., Koutsopoulou, I., & Regli, D. (2011). *Psychoeducational groups for children*. Athens: Grigoris [in Greek].
4. Brown, N. W. (2004). *Psychoeducational groups: Process and practice*. NY: Brunner-Routledge.
5. Corey, M. S. & Corey, G. (2006). *Groups: process and practice*. Belmont, CA: Thomson Brooks/Cole.
6. Yalom, I.D., & Leszcz. M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books

*-journals:*

- *Journal for Specialists in Group Work*. Routledge
- *European Journal of Counselling Psychology*.

## COURSE ESW\_202

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_202	<b>SEMESTER</b>	THIRD
<b>COURSE TITLE</b>	MODERN GREEK LITERATURE I		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory <u>Specialised general knowledge:</u> Modern Greek literary studies History of modern Greek literature		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1438/">https://eclass.upatras.gr/courses/PDE1438/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>By the end of this course the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. describe the main chapters of the history of modern Greek literature, from its beginnings until the 20<sup>th</sup> century, in relation to their European equivalents.</li> <li>2. use the conceptual principles of modern Greek literary studies.</li> <li>3. determine in detail the content of works of reference of modern Greek literature during the two previous centuries in their historical and cultural contexts.</li> <li>4. manage the specialized bibliography, as well as the main questions of the scholarly approach to literary texts.</li> <li>5. Situate the literary work in its historical frame, define its particular aesthetic, formal and thematic characteristics, interpret it critically.</li> </ol>
<p><b>General Competences</b> <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>

<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>Others...</i> .....
<p><b>By the end of this course the student will have developed the following skills:</b></p> <ol style="list-style-type: none"> <li>1. Analysis and synthesis</li> <li>2. Working independently</li> <li>3. Team work</li> <li>4. Working in an interdisciplinary environment</li> <li>5. Production of free, creative and inductive thinking.</li> </ol>	

**SYLLABUS**

<p><i>Course of history of modern Greek literature and introduction to modern Greek literary studies organized in the following units:</i></p> <p>I. Defining the field, terminological and methodological issues, presentation of the basic determinants of literary studies.</p> <p>II. Presentation of the history of modern Greek literature: defining the contexts of time and space, and a synoptic presentation of the main stages of modern Greek literary production from its beginnings until the 18th century.</p> <p>III. Analytical, organized in chronological units, investigation of the main chapters of the history of modern Greek literature in the 19th and 20th centuries, since the Heptanesian School to the Postwar period, based on an indicative analysis of texts and with special emphasis on the relation of modern Greek literary tradition to its European equivalent.</p>
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**TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (series of lectures, extensive dialogue)										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the upatras eclass e-learning platform										
<b>TEACHING METHODS</b> <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;"><b>Activity</b></th> <th style="text-align: center;"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures</td> <td style="text-align: center;">3x13=39</td> </tr> <tr> <td style="text-align: center;">Preparation for each lecture with study of literary texts</td> <td style="text-align: center;">4x13=52</td> </tr> <tr> <td style="text-align: center;">Preparation for the final written examination</td> <td style="text-align: center;">34</td> </tr> <tr> <td style="text-align: center;"><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	3x13=39	Preparation for each lecture with study of literary texts	4x13=52	Preparation for the final written examination	34	<b>Course total</b>	<b>125</b>
<b>Activity</b>	<b>Semester workload</b>										
Lectures	3x13=39										
Preparation for each lecture with study of literary texts	4x13=52										
Preparation for the final written examination	34										
<b>Course total</b>	<b>125</b>										

<p><b>STUDENT PERFORMANCE EVALUATION</b></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>Final written examination which includes two units of open-ended questions: the first unit concerns historical and terminological issues, and corresponds to the 40% of the final grade; the second unit concerns the critical analysis of a literary text and corresponds to the 60% of the final grade. The language of evaluation is Greek.</p> <p>Evaluation criteria are available via the upatras eclass e-learning platform.</p>
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## ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- <i>Related academic journals:</i></p> <p>Beaton, R., <i>An Introduction to Modern Greek Literature</i> (in Greek), Nefeli, Athens 1996.  Dimaras, C. Th., <i>A History of Modern Greek Literature</i> (in Greek), Gnessi, Athens 2013.  Mirasgezi, M., <i>Modern Greek Literature</i> (in Greek), vols. I-II, 1978-1982.  Politis, L., <i>History of Modern Greek Literature</i> (in Greek), M.I.E.T., Athens 2020.  Vitti, M., <i>History of Modern Greek Literature</i> (in Greek), Odysseus, Athens 2016.</p>
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## COURSE ESW\_203

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_203</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup> semester</b>
<b>COURSE TITLE</b>	Sociology of Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory course, General background		
<b>PREREQUISITE COURSES:</b>	There aren't any		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1467/">https://eclass.upatras.gr/courses/PDE1467/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the end of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Refer to and explain the important principles, positions, proposals, concepts, and definitions from the theoretical approaches that have developed in the scientific field of the Sociology of Education.</li> <li>• Analyze, compose, deepen, compare as well as approach critically the theoretical approaches that have developed in the scientific field of the Sociology of Education.</li> <li>• Describe, analyze and explain the relationship between education and society through special studies that have been conducted for scientific, research and teaching purposes.</li> </ul>
<p><b>General Competences</b></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>



<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>Others...</i> .....
<ol style="list-style-type: none"> <li>1. Analysis and synthesis</li> <li>2. Working independently</li> <li>3. Team work</li> <li>4. Criticism and self-criticism</li> <li>5. Production of free, creative and inductive thinking</li> </ol>	

## SYLLABUS

<ul style="list-style-type: none"> <li>• Historical approach to and analysis of the scientific field of Sociology and the Sociology of Education.</li> <li>• Method, theory and research in Sociology and in the Sociology of Education.</li> <li>• Presentation and explanation of fundamental concepts in Sociology and Sociology of Education.</li> <li>• The institution of Education and its functions within the framework of the macro-sociological, interpretative as well as combinatory approaches of the Sociology of Education.</li> </ul>
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## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, discussion of issues, analysis of and critical approach to certain visual texts – videos, films).												
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Power – points Support of the learning process through the electronic platform eclass												
<b>TEACHING METHODS</b> <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 – discussions based on the course thematic</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Laboratory type exercises (processing of and responses to questions, issues, visual texts) which pertain to the course modules.</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">45</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures – discussions based on the course thematic	36	Laboratory type exercises (processing of and responses to questions, issues, visual texts) which pertain to the course modules.	24	Study and analysis of bibliography	20	Independent study	45	<b>Course total</b>	<b>125</b>
Activity	Semester workload												
Lectures – discussions based on the course thematic	36												
Laboratory type exercises (processing of and responses to questions, issues, visual texts) which pertain to the course modules.	24												
Study and analysis of bibliography	20												
Independent study	45												
<b>Course total</b>	<b>125</b>												
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Language of evaluation – Greek Evaluation:												

<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>	<ul style="list-style-type: none"> <li>• Final written examination which contains two sections of questions: Questions which pertain to the course thematic and judgement questions. The questions are the same for all students with the same form and structure. Each section of questions corresponds to 50% of the final mark.</li> </ul>
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## ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>• Blackledge, D., &amp; Hunt, B. (2004). <i>Sociology of Education</i>, Metaichmio pub., Athens.</li> <li>• Gewirtz, S., &amp; Cribb, C. (2010). <i>Understanding Education</i>, Metaichmio pub., Athens.</li> <li>• Lamnias K., (2001). <i>Sociological Theory and Education</i>, Metaichmio pub., Athens.</li> <li>• Milonas T., (1998). <i>Sociology of Greek Education – Contributions</i>, Gutenberg pub., Athens.</li> <li>• Nova H., (2010). <i>Sociology of Education</i>, Gutenberg pub., Athens.</li> <li>• Selected journal articles such as:</li> <li>• Asimaki, A., &amp; Koustourakis, G. (2014). Habitus: An attempt at a Thorough Analysis of a Controversial Concept in Pierre Bourdieu’s Theory of Practice. <i>Social sciences</i>, 3(4), 121-131.</li> <li>• Asimaki A. &amp; Vergidis D. (2013). Detecting the Gender Dimension of the Choice of the Teaching Profession Prior to the Economic Crisis and IMF (International Monetary Fund) Memorandum in Greece – A Case Study. <i>International Education studies</i>, 6 (4), 140-153.</li> <li>• Asimaki, A., Koustourakis, G. &amp; Vergidis, D. (eds.), (2019). <i>Sociology of Education: Theoretical approaches and research contributions</i>. Athens: Papazisi Editions</li> </ul>
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## COURSE ESW\_205

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_205</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	School Psychology		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures & Laboratory exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	Developmental Psychology I, Cognitive Functions and the Brain		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (the course is offered to ERASMUS students in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1310">https://eclass.upatras.gr/courses/PDE1310</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>		
<p>Upon successful completion, students should be able to:</p> <ul style="list-style-type: none"> <li>• develop the activities of School Psychology</li> <li>• recognize counselling and psychological services in the school community</li> <li>• evaluate the role of teachers and other specialties in the provision of psychological and counselling services in the schools</li> <li>• present the institutional framework that governs Special Education and in general the provision of support services in the Greek educational system</li> </ul>		
<p><b>General Competences</b></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> </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> </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>.....</i> <i>Others...</i> <i>.....</i>
Working in an interdisciplinary environment Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues	

## SYLLABUS

The course consists of three modules: <ul style="list-style-type: none"> <li>• History of Psychology and the Division of School Psychology, Greek Legislation on Special Education and the Provision of Support Services in the Greek Educational System;</li> <li>• Provision of psychological and counselling services in the schools;</li> <li>• The role of teachers and other support personnel in the school community and their support (educational, emotional, psychological) towards students.</li> </ul>
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## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures and Laboratory classes												
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations, exercises through eclass, literature research in online databases and libraries												
<b>TEACHING METHODS</b> <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><b>Activity</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>33</td> </tr> <tr> <td>Laboratory exercises</td> <td>6</td> </tr> <tr> <td>Independent study</td> <td>83</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td><b>Course total</b></td> <td><b>125</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	33	Laboratory exercises	6	Independent study	83	Evaluation	3	<b>Course total</b>	<b>125</b>
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Lectures	33												
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Evaluation	3												
<b>Course total</b>	<b>125</b>												
<b>STUDENT PERFORMANCE EVALUATION</b> <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>	Final written exam with multiple choice questions												

## ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Hatzichristou, C. (2011). Introduction to School Psychology. Athens: Gutenberg Pub. (in Greek). Hatzichristou, C. (2011). Social and Emotional Education Programme in the Schools. Athens (in Greek) - <i>Related academic journals:</i> Journal of School Psychology
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School Psychology International  
Psychology in the Schools  
Journal of Educational Psychology  
British Journal of Educational Psychology

## COURSE ESW\_219

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ESW_219</b>	<b>SEMESTER</b>	<b>3<sup>a</sup></b>
<b>COURSE TITLE</b>	<b>INTRODUCTION TO MATHEMATICS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
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>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Obligatory- Knowledge acquisition, skills development		
<b>PREREQUISITE COURSES:</b>	There are not prerequisite courses		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. Teaching may be however performed in English in case of foreign students attend the course.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1540">https://eclass.upatras.gr/courses/PDE1540</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>● <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>● <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completing the course, the students will have the following skills:</p> <p><b>1. Ability for mathematical thinking</b> They will be able:</p> <ul style="list-style-type: none"> <li>● to formulate mathematical questions (ie knowledge of the type of questions that someone can formulate in the context of maths, and to recognize the kind of answers that Mathematics can provide).</li> <li>● to distinguish different forms of mathematical expressions (definitions, theorems, hypotheses, conclusions, examples, etc.)</li> </ul> <p><b>2. Ability for mathematical argumentation</b> They will be able:</p> <ul style="list-style-type: none"> <li>● to determine what constitutes a mathematical proof, and what is different from other forms of mathematical reasoning.</li> <li>● to recognize and to manage clearly heuristic reasoning (what can happen if.., what cannot happen and why).</li> <li>● to create, monitor, and evaluate mathematical arguments.</li> </ul> <p><b>3. Ability for mathematical communication</b></p>

They will be able

- to express a mathematical idea in a variety of ways (oral, written, visual expression).
- to analyze the mathematical way of thinking or the mathematical work of someone else.

**4. Ability to model and solve problems**

They will be able:

- to translate reality into mathematical models (mathematization).
- to interpret mathematical models from the point of view of the specific context or reality (de-mathematization).
- to analyze and evaluate the solutions proposed by the model.
- to identify, formulate and solve various types of problems.

**6. Ability to represent**

They will be able:

- to decode, to encode, to translate (from one kind of representation to another) and to interpret the different forms of representation of mathematical objects and situations, as well as develop the relation between different representations.

**7. Ability to use mathematical symbols and formal mathematical language**

They will be able:

- to decode and to interpret typical and symbolic language and to clarify their relations with native language.
- to translate from the natural language to the symbolic and standard language.
- to recognize speech and symbolic language.
- To use variables and solve equations

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

- Working independently and in group
- 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 is developed on a theoretical and laboratory level, with the following subjects:	
Module 1. LOGIC –DIFFERENT KINDS of PROOF	<ul style="list-style-type: none"> <li>Propositional Logic and its Applications, Logic Problems</li> <li>Proving Methods in Mathematics</li> </ul>
Module 2. NUMBER-INTRODUCTION TO THE NUMBER THEORY	<ul style="list-style-type: none"> <li>Numbers and Numerical Systems, Operations: Interpretation, Calculation and Representation</li> <li>Divisibility-Criteria, Euclidean Algorithm</li> <li>Factorization, Fundamental Theorem of Arithmetic, Prime Numbers</li> </ul>
Module 3. ALGEBRA	<ul style="list-style-type: none"> <li>Properties of operations, solution of equations, problems, generalization (patterns), graphical solution of equations of two variables</li> <li>Ratio between two variables, graphical resolution of proportional problems, percentages</li> <li>Functions: Definition, graph, application to real problems</li> </ul>
Section 4. GEOMETRY	<ul style="list-style-type: none"> <li>Basic Geometric Constructions</li> </ul>

### TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, practice, discussion, demonstration).																
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Internet usage. Communication with students via e-mail. Learning process support through e-class platform.																
<b>TEACHING METHODS</b> <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</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Laboratory Practice, discussion</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Individual investigation on maths activities</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Corrections, feedback, presentation of a research study or a teaching scenario</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26	Laboratory Practice, discussion	13	Individual investigation on maths activities	36	Autonomous study	40	Corrections, feedback, presentation of a research study or a teaching scenario	7	Evaluation	3	<b>Course total</b>	<b>125</b>
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## ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

E.Koleza (2020). Mosaic of Thought in Elementary Mathematics, Eds.Gutenberg

## COURSE ESW\_206

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_206	<b>SEMESTER</b>	3 <sup>o</sup>
<b>COURSE TITLE</b>	<b>Coding and Educational Robotics</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, Laboratory Exercises, practice		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective course - Acquiring Knowledge & Developing Skills		
<b>PREREQUISITE COURSES:</b>	Computers in the Laboratory course		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1608/">https://eclass.upatras.gr/courses/PDE1608/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of the course is to familiarize students-future teachers with modern and constantly evolving tools and applications of ICT (Modern Programming Languages, Educational Robotics, Simple Automated Control Systems, Physical Computing, and Internet of Things) in everyday life and in Education.</p> <p>After completing the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles and programming structures and use them to design simple algorithms to solve problems</li> <li>• Encode algorithms in programming environments and develop simple software applications for educational use</li> <li>• Describe and use basic principles and tools of educational robotics and simple automated control systems to solve real problems</li> <li>• Describe and use basic principles and tools for Physical Computing to solve real problems</li> </ul>

- Identify and describe basic concepts, principles and applications of the Internet of Things and their usefulness in modern life
- Integrate the design and implementation of simple applications of automated control systems and physical computing into educational activities and scenarios
  - Accept innovation and the use of automated control systems and applications of the Internet of Things in everyday life and education
  - Discuss the Opportunities as well as the Limitations, the Prospects and the Implications of these Technologies for Society and Education

**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>

- Autonomous/individual work.
- Team work.
- Decision making.
- Searching, analyzing and synthesizing/merging data and information, using the necessary technologies.
- Working in an international and an interdisciplinary environment.
- Exercising of criticism and self-criticism.
- Adapting to new situations.
- Production of free, creative and inductive thinking

**SYLLABUS**

The content of the course consists of the following modules:

*Programming:*

- Algorithms - Basic Programming Principles
- Basic Programming Structures (Sequence, Selection, Repeat Structures)
- Modern Programming Environments - Programming Environments for teachers and pupils
- Programming in EasyLogo, Kodu, Microworlds Pro, Scratch, Python, App Inventor
- Educational scenarios

*Educational Robotics:*

- Definitions - Basic Concepts - Basic Principles
- Tools and Kits of Educational Robotics - Software for Educational Robotics
- Design, Construction and Programming of Robotic Structures with Kids first coding and Robotics
- Design, Construction and Programming of Robotic Structures with Lego WeDo
- Design, Construction and Programming of Robotic Structures with Lego Mindstorms (NXT, EV3)
- Design, Construction and Programming of systems and constructions with BBC micro:bit
- Design, Construction and Programming of systems and constructions with Arduino and Scratch for Arduino (S4A)
- Design, Construction and Programming of systems and constructions with Arduino and

<p>Arduino IDE (Wiring) Educational scenarios</p> <p><i>Programming Physical Computing:</i> Definitions - Basic Concepts - Basic Principles Hardware and Software for Design, Construction and Programming applications of Physical Computing Design, Construction and Programming of applications of Physical Computing with Raspberry Pi and Scratch for Raspberry Pi Design, Construction and Programming of Systems and Structures with Raspberry Pi and Python Educational scenarios</p> <p><i>Internet of Things (IoT):</i> Definitions - Basic Concepts - Basic Principles Applications in everyday life Applications in Education Educational scenarios</p> <p><i>Capabilities - Limitations - Prospects - Impacts - Issues for society and education</i></p>
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## TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-Face (Laboratory course with Lectures, Laboratory Exercises, working groups, discussion, presentation/demonstration).														
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	PowerPoint presentation lectures. Seminars and laboratory lessons with the use of computer software, programming languages, kits and platforms of educational robotics. Supporting learning process through e-class platform.														
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th style="background-color: #d3d3d3;">Activity</th> <th style="background-color: #d3d3d3;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13</td> </tr> <tr> <td>Demonstrations, laboratory exercises, discussions</td> <td>26</td> </tr> <tr> <td>Studying and writing up individual or group projects and essays</td> <td>44</td> </tr> <tr> <td>Independent/autonomous study</td> <td>39</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td><b>Course total</b></td> <td><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	13	Demonstrations, laboratory exercises, discussions	26	Studying and writing up individual or group projects and essays	44	Independent/autonomous study	39	Evaluation	3	<b>Course total</b>	<b>125</b>
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<b>Course total</b>	<b>125</b>														
<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>Language of assessment: Greek (and English for foreign students)</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>Weekly written assignments / reports of laboratory exercises (working in groups) (40% of the final grade).</li> <li>Final exams (written exams/laboratory type exams) (60% of the final grade).</li> </ol>														

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

The evaluation criteria are explained in detail to students through the e-class platform.

## ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Boxall, J. (2013). *Arduino Workshop. A hands-on introduction with 65 projects*. No Starch Press. San Francisco.
- Geddes, M. (2016). *Arduino project handbook: 25 practical projects to get you started*. No Starch Press. San Francisco.
- Ladias A. & Karvounidis Th. (2019). *Let'sScratch-3. Teachers' Guide*. STEM Education 2019. ISBN: 978-618-84064-2-1 (in Greek)
- Papazoglou P. & Lionis Sp. (2017). *Applications development with Arduino*. 2<sup>nd</sup> edition. Tziola Publications. Code 77106817 (in Greek)
- Paliouras A. (2017). *Constructing and Programming with Arduino*. ISBN: 978-960-93-8945-7 (in Greek)
- Phycharis. S. & Kalovrektis, K. (2017). *Teaching and Designing of Educational STEM and ICT Activities*. Tziola Publications. Code 68374254 (in Greek)
- Poulakis E.(2015). *Programming with microprocessor Arduino*. Irakleio. ISBN 978-960-93-6760-8 (in Greek)
- Fanourakis N. (2019). *Educational Robotics with Arduino. A practical guide for students and teachers*. Asimi Iraklio. ISBN :978-618-00-1548-5 (in Greek)
- *A book for Games developmet with Scratch*.(2010). Department of Computer Science, Telecommunications and Networks, University of Thessaly, [www.scratchplay.gr/](http://www.scratchplay.gr/) (in Greek)
- Selected papers from international and national journals

## COURSE ESW\_207

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_207 PED_220	<b>SEMESTER OF STUDIES</b>	3 <sup>nd</sup>
<b>COURSE TITLE</b>	RHYTHM AND DANCE IN EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures, seminars and laboratory work	3	5	
<b>COURSE TYPE</b>	COURSE CHOICE Field of Science dance art in education, Knowledge, Skills Development, Changes in Attitudes		
<b>PREREQUISITE COURSES:</b>	There are not		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES (English and Bulgarian)		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1465/">https://eclass.upatras.gr/courses/PDE1465/</a>		

### LEARNING OUTCOMES

<b>Leraning outcomes</b>
<ol style="list-style-type: none"> <li>1. Describe, distinguish and compare basic senses related to creative and contemporary dance</li> <li>2. Use sufficiently their physical expressional means / rhythm, body -movement and creative dance and be able to apply steps of dance of the basic Greek folk dances</li> <li>3. Encourage ways of expression through rhythm, movement, and dance.</li> <li>4. Use the special methodology and didactic of rhythm, popular folk dance and creative dance in primary school</li> <li>5. 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.</li> <li>6. Create a lesson plan or a program in a interdisciplinary way for implementation and development using dance as basic tool.</li> </ol>
<b>General Abilities</b>
<ol style="list-style-type: none"> <li>1. Basic knowledge about the importance of dance and special knowledge of didactics of Greek folk dances and creative dance.</li> <li>2. Ability to cooperate and work in group and basic knowledge in encouragement of a group using dance</li> <li>3. Ability to exercise prolific criticism and self-criticism</li> <li>4. Promoting creativity, imagination and inductive reasoning.</li> <li>5. Ability to apply knowledge to practice.</li> </ol>

### COURSE CONTENT

<p>The subject evolves in the following Chapters:</p> <p>Ch. 1 Concept mapping of body and dance</p> <p>Ch. 2 Rhythm and dance: etymology and characteristic</p> <p>Ch. 3 Social systems and history of dance</p> <p>Ch. 4 Rhythmical education: system of Orff and Dalcroze</p> <p>Ch. 5 Dance and tradition: from the ancient dance “geranos” to the “tsakonikos”</p>
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[kalamatianos, syrτος sta 3, koftos, tsamikos ikariotikos, zonaradikos , podaraki, tsakonikos, menousis, hasaposervikos , hasapikos ]  
 Ch. 6 Traditional dance of other countries  
 Ch. 7 European dances: tango and waltz  
 Ch. 8 Expression primitive  
 Ch. 9 Creative movement. Structural analysis of movement /Laban

### TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Lectures, seminars and laboratory work face to face.																	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of Information and Communication Technologies (ICT) (eg powerpoint, video) in teaching.																	
<b>TEACHING ORGANIZATION</b>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>19</td> </tr> <tr> <td>Laboratory creative work/ technical exercises</td> <td>20</td> </tr> <tr> <td>Hours for private study of the students and preparation of folk feast – dance works</td> <td>74</td> </tr> <tr> <td>Tutorial</td> <td>3</td> </tr> <tr> <td>Preparation and presentation of Choreography Ensemble</td> <td>6</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td><b>Total number of hours</b></td> <td><b>125</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	19	Laboratory creative work/ technical exercises	20	Hours for private study of the students and preparation of folk feast – dance works	74	Tutorial	3	Preparation and presentation of Choreography Ensemble	6	Evaluation	3	<b>Total number of hours</b>	<b>125</b>
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	Preparation and presentation of Choreography Ensemble	6																
	Evaluation	3																
<b>Total number of hours</b>	<b>125</b>																	
<b>STUDENT ASSESSEMNT</b>	<ol style="list-style-type: none"> <li>Active participation in course of development of movement expressive skills through activities, games, incentives related to the structure of movement (LABAN) and learning of steeps of Greek folk dances.</li> <li>Observance work folder and work dairy/ reports following the completion of each laboratory creative work</li> <li>Preparation and presentation of Choreography Ensemble (creative dance)</li> <li>Participation folk feast – dance works ( greek folk dances)</li> <li>Written examination after the end of the semester</li> </ol>																	

### RECOMMENDED LITERATURE

Αρζιμάνογλου-Μαντζαρλή Λ., Η ρυθμική Dalcroze μέσα από τα μάτια της Λίλης, fagotto books.  
 Γαλάνη Μ. (2010) Ο Χορός στην Εκπαίδευση, εκδ. Έλλην.  
 Γκαρωντύ Ρ., Ο Χορός στη Ζωή, εκδόσεις Ηριδανός, Αθήνα.  
 Googh Μ., Γνωριμία με το χορό: οδηγός δημιουργικής διδασκαλίας για τον έντεχνο χορό, εκδόσεις Dian.  
 Λυκέσας Γ. ,Ελληνικοί Χοροί, εκδόσεις University Studio Press, Θεσσαλονίκη.  
 Ματέυ Π. (1986), Ρυθμική, εκδ. Γ. Νάκας, Αθήνα.  
 Ράφτης Α., Εγκυκλοπαίδεια του Ελληνικού Χορού, Θέατρο Ελληνικών Χορών Δώρα Στράτου.  
 Ρουμπης Γ., Ελληνικοί Χοροί, εκδόσεις Κ. Σμπίλιας, Αθήνα.  
 Παπαδοπουλου Β., Έντεχνος Χορός, εκδόσεις Salto, Θεσσαλονίκη.  
 Schott Billman F., Πρωτόγονος χορός, Καστανιώτης, Αθήνα.  
 Τσαφταρίδης Ν., Μουσική Κίνηση Λόγος, εκδόσεις Νήσος, Αθήνα.

## COURSE ESW\_208

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_208	<b>SEMESTER</b>	3o
<b>COURSE TITLE</b>	Social Policy Networks		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
Thematic conversations			
Group Presentations			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	English		
<b>COURSE WEBSITE (URL)</b>	-----		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>						
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Prove that the production and implementation of a social policy program is a dynamic process that is shaped by the action of policy networks.</li> <li>• Distinguish the three levels of production and implementation of a public and social policy: supranational (European), national and inter-national.</li> <li>• Interpret the effect of the networks' actions on the production of social policies.</li> <li>• Recognize the theoretical view of policy networks and describe specific theoretical tools for analyzing public and social policies.</li> </ul>						
<p><b>General Competences</b></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> </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>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>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>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> .....
<ul style="list-style-type: none"> <li>• Search, analyze and synthesize data and information, using the necessary technologies</li> <li>• Adapt to new situations</li> <li>• Decision making</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Working in an international environment</li> </ul>	

## SYLLABUS

<p>Course is divided into three parts:</p> <ul style="list-style-type: none"> <li>• The scientific field of policy networks and analysis of a policy program through policy networks</li> <li>• Production and implementation of public and social policies at international and European level through the action of international policy networks</li> <li>• Analysis of public and social policies in various fields; and interpreting policy programs with policy networks' theoretical tools.</li> </ul>
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## TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	In classroom											
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power-points, e-class											
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p style="text-align: center;"><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></p> <p style="text-align: center;"><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%; text-align: center;"> <thead> <tr> <th style="width: 70%;">Activity</th> <th style="width: 30%;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>50</td> </tr> <tr> <td>Thematic conversations - Presentations</td> <td>30</td> </tr> <tr> <td>Non-guided study</td> <td>45</td> </tr> <tr> <td><b>Course total</b></td> <td><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	50	Thematic conversations - Presentations	30	Non-guided study	45	<b>Course total</b>	<b>125</b>	
Activity	Semester workload											
Lectures	50											
Thematic conversations - Presentations	30											
Non-guided study	45											
<b>Course total</b>	<b>125</b>											
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p style="text-align: center;"><i>Description of the evaluation procedure</i></p> <p style="text-align: center;"><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 style="text-align: center;"><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Final written examination: Questions are not common for all students but they have a common structure and form.											

## ATTACHED BIBLIOGRAPHY

- **Sakkelaropoulos Th., Oikonomou Ch., Skamnakis Chr., Aggelaki M. (Eds.) (2018). *Social Policy*. Athens: Dionikos.**
- Lavdas K. (2004). *Interest and policy – Interest and governance models*. Athens: Papazisi
- Heintz Th. and Jenkins-Smith C.H. (1988). “Advocacy coalitions and the practice of policy analysis”, *Policy Sciences*, 21: 263-277.
- Rhodes R.A.W., Marsh D. (1992). “New directions in the study of policy networks”, *European Journal of Political Research*, 21, pp.181-205.
- Sabatier P., and Jenkins-Smith H (Eds.) (1993). *Policy Change and Learning: An Advocacy Coalition Approach*. Boulder: Westview Press.

## COURSE ESW\_209

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_209	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Personality and self		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, conversation, oral participation of students in the class		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective course: Specialised education in understanding group thinking and functioning		
<b>PREREQUISITE COURSES:</b>	Introduction to Psychology, Developmental Psychology, Cognitive processes and brain, Research Methodology in Psychology		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBSITE (URL)</b>			

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the end of this course, students are expected to be able to analyze the defining role of personality and self on individual's behavior. They will be able to identify characteristic patterns of thoughts, feelings, and behaviors that make a person unique. They will have attained the basic notion that given that personality arises from within the individual and remains fairly consistent throughout life personality traits constitute dimensions of culture definition.</p> <p>Specifically, students are expected to: determine the psychological construct of personality and self as specified by the scientific research; illustrate the permanent nature as opposed to the possible changes of personality and self; to be able to explain the decisive role of social experience on the development of personality and self; to be able to correlate the influence of personality traits and patterns of thought and emotion on individuals' motives in every aspect of life; to be able to present cultural differences in personality and self.</p>

<b>General Competences</b>	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Respect for difference and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

## SYLLABUS

This course is designed to provide the student with a thorough overview of social psychological principles and theories regarding personality and its dimensions, the different types of the self and their interplay in forming the individual's behavior. Specific topics will refer to: Personality and self in everyday life (Introduction to personality and self concept based on the individual's everyday experience), Scientific study and theoretical approaches of personality and self (Research methods for the study of personality and self: limitations and strengths. Theoretical approaches of psychology on personality and strength) and Biology and Environment as foundations of personality (Biological and cultural dimensions of personality).

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography										
<b>TEACHING METHODS</b> <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, tutorials, placement, interactive teaching</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study of bibliography</td> <td style="text-align: center;">84</td> </tr> <tr> <td>Written exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	Activity	Semester workload	lectures, tutorials, placement, interactive teaching	39	Study of bibliography	84	Written exams	2	Course total	125
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Course total	125										
<b>STUDENT PERFORMANCE EVALUATION</b> <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,</i>	The evaluation procedure consists of written exams at the end of semester.										

*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.*

## **ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

*- Related academic journals:*

Cervone, D., & Pervin, A.L. (2013). *Theories prosopikotitas*. [Personality: Theory and Research]. (A. Alexandropoulou, V. Koborozos, Trans.). Athens: Gutenberg. (Original work published 2010)

Chamorro-Premuzic, T. (2013). *Prosopikotita kai atomikes diafores*. [Personality and Individual Differences]. (M. Kouledianou, Trans.). Athens: Gutenberg. (Original work published 2011)

Pervin, A.L. (2015). *Goal concepts in personality and social psychology*. UK: Taylor & Francis Ltd.

Journal of Personality and Social Psychology, ISSN: 0022-3514, eISSN: 1939-1315

## COURSE OUTLINE ESW\_321

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate studies		
<b>COURSE CODE</b>	ESW_321 PED-223	<b>ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ</b>	3rd
<b>COURSE TITLE</b>	Developmental Psychology II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional-Scientific area, Skills development		
<b>PREREQUISITE COURSES:</b>	Developmental Psychology: Cognitive and language development.		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (English and French)		
<b>COURSE WEBPAGE (URL)</b>	<a href="http://eclass.upatras.gr/courses/PDE1395/">eclass.upatras.gr/courses/PDE1395/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completing the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a proficient recognition of issues related to children’s social-emotional development</li> <li>• Define social-emotional development</li> <li>• Contrast classical and recent theories of socio-emotional development</li> <li>• Discuss how emotions affect our lives, who we are, how we behave, act and interact with others</li> <li>• Explain the significance of social-emotional skills for children’s overall development and learning</li> <li>• Discuss the connection between social-emotional skills and personality development to the attainment of academic standards and achievement</li> <li>• Determine which is the foundation for healthy social-emotional development</li> <li>• Identify factors involved into atypical socio-emotional development</li> <li>• Analyze the impact of early experiences of a child’s life on his/her mental health, behavior, cognitive, social-emotional development</li> <li>• Describe the role of families and schools to the development of children’s emotions and personality</li> <li>• Use the different measures and methodologies used to examine socio-emotional development</li> <li>• Discuss about their own ideas and experiences associated with social-emotional development</li> </ul>

- Manage critically the research: read articles, review the literature, and to summarize research in writing
- Explain and present research data.

### General Competences

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

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
 .....  
*Others...*

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

### COURSE CONTENT

This course discusses contemporary topics related to socio-emotional and temperament development from infancy to late childhood, with an emphasis on the biological contributions and type of experiences to typical and atypical socio-emotional development.

The course addresses the following topics:

**Socio-Emotional Development.** Theories of Emotional Development. Development of the Expression of discrete emotions. Emotion Regulation. Understanding and Responding to the Emotions of Others. Empathy. Attachment Development. Friends and peer relationships. Family relationships. School Influences. The formation of self, the developments of self-esteem and self-efficacy. Emotional problems. Emotional disorders.

**Temperament Development.** Temperament Traits. Temperament Types. Measuring temperament. Stability of temperament. Genetic and environmental Influences. Temperament as a predictor of children's behavior. Temperament and behavior problems.

Social-emotional skills and personality development in relation to the attainment of academic standards and achievement.

### TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (lectures), class discussions, workshop-style pair work and group work during class meetings.
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<p align="center"><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Power point presentations Use of internet Use of relevant web sites Use of e-class electronic platform</p>	
<p align="center"><b>TEACHING METHODS</b></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>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	Lectures	62
	Video based class discussions	30
	Independent study	30
	Assessment	3
<p><b>Total number of hours for the Course</b></p>	<p><b>125</b></p>	
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p align="center"><b>Description of the evaluation procedure</b></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 will be based on a final exam. The format of the final exam will be either multiple-choice or short answer or essay style.</p>	

### RECOMMENDED LITERATURE

- Lightfoot, C., Cole, M & Cole, S. (2014). Η ανάπτυξη των παιδιών. Επιμέλεια: Ζ. Μπαμπλέκου. Εκδόσεις Gutenberg.
- Feldman R. (2011). Εξελικτική Ψυχολογία, Δια βίου ανάπτυξη. Επιστημονική επιμέλεια: Η. Μπεζεβέγκης. Εκδόσεις Gutenberg.
- 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: Στέλλα Βοσνιάδου. Εκδόσεις: Gutenberg Ψυχολογία.

#### **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 ESW\_210

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	ESW_210	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	ORGANISATION AND MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (FRENCH & ENGLISH)		
<b>COURSE WEBSITE (URL)</b>			

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Students at the end of this course are expected to:</p> <ul style="list-style-type: none"> <li>• Recognize the main principles and functions of organizational management and leadership,</li> <li>• Be able to develop an internal policy plan at the organizational level and correlate the distinctions, limitations and the variations in results when implementing different models of leadership,</li> <li>• Be able to recognize and manage ineffective organizational practices related to motivation, decision making and communication practices,</li> <li>• Be able to introduce innovation and change in the organization and design crisis management plans,</li> <li>• Be able to elaborate a strategic plan of organizational development under the perspective of organizational learning.</li> </ul>
<p><b>General Competences</b></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>

<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>Others...</i> .....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Working in an interdisciplinary environment</li> <li>• Project planning and management</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

## SYLLABUS

<p>Course outline:</p> <p><b>Weeks 1-4:</b> Organizations as systems. Management and leadership. Organizational strategy. Strategic and functional planning. Leadership styles. Globalization. Assumptions and stereotypes.</p> <p><b>Weeks 5-6:</b> The individual in the organization. Motivation, job satisfaction, stress and work engagement.</p> <p><b>Weeks 7-9:</b> Work teams. Organizational culture. Communication and conflict. Decision-making. Ineffective organizational practices.</p> <p><b>Weeks 10-11:</b> Communication with the external environment. Innovation and change. Crisis and reputation management.</p> <p><b>Weeks 12-13:</b> Organizational development. Evaluation. Organizational Learning. Ethics.</p>
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## TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lecture, class discussion, small group work, visual presentations – PowerPoint and videos.</p>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Power-point E-class material.</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><b>Activity</b></p>	<p style="text-align: center;"><b>Semester workload</b></p>
	Lectures	39
	Individual study	83
	Evaluation	3
	Course total	<b>125</b>

<b>STUDENT PERFORMANCE EVALUATION</b>	The final exam will consist of both multiple choice and short essay questions.
<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>	

## ATTACHED BIBLIOGRAPHY

Βακόλα, Μ. & Νικολάου, (2019). Ι. Οργανωσιακή Ψυχολογία και Συμπεριφορά. 2<sup>η</sup> έκδοση. Αθήνα: ROSILI ΕΜΠΟΡΙΚΗ – ΕΚΔΟΤΙΚΗ Μ.ΕΠΕ. ISBN: 978-618-51-31-59-3.

Robbins, S. P. and Judge, T.A. (2018). *Organizational Behavior*, Global Edition. US: Pearson. ISBN: 9780273765295.

Greenberg, G., & Baron, R. A. (2012). *Οργανωσιακή Ψυχολογία και Συμπεριφορά*. (Επιμ.-Μετ. Α.-Σ. Αντωνίου). Αθήνα: Gutenberg.

Konidari Victoria, (2019). Semiotic knowledge brokering: An additional language for understanding policy convergence in the European Education Policy Space. *Academia*, Number 16-17, pp. 112-144. ISSN, 2241-1402. <https://doi.org/10.26220/aca.3174>

Konidari & Y. Abernot. (2009). "Les cités de connaissance. L'institution au coeur de la réussite scolaire", Collection Savoir et Formation, Paris: L'Harmattan. ASIN: B0057WI4V8.

Konidari Victoria, (2019). Semiotic knowledge brokering: An additional language for understanding policy convergence in the European Education Policy Space. *Academia*, Number 16-17, pp. 112-144. ISSN, 2241-1402. <https://doi.org/10.26220/aca.3174>

Konidari Victoria, Abernot, Yvan. (2008). Teaching KM to secondary education teachers through an action research model. *International Journal of Teaching and Learning Studies*, 1 (3), 234-252.

Victoria Konidari and Yvan Abernot. (2007). Creation of a knowledge city in educational institutions: a model for promoting teachers' collective capacity building. *International Journal of Learning and Change*, 2 (1), 51-69.

Konidari Victoria, Abernot, Yvan. (2007). The Change of Paradigm as Primer to Collective Capacity Building. *International Journal of Learning and Change*, 2 (3), 286-306.

Konidari Victoria and Abernot Yvan. (2007). The praxeology approach as primer for the implementation of KM in secondary education. *International Journal of Knowledge and Learning*, 3 (2/3), 245-265.

Victoria Konidari, Yvan Abernot. (2006). From TQM to learning organization: Another way for quality management in educational institutions. *International Journal of Quality & Reliability Management*, .23(1), 8-26.

Konidari Victoria. (2005). La conscience collective: condition sine qua none pour les équipes apprenantes. *Évolutions Psychomotrices*, 67, 36-42.

Victoria Konidari and Yvan Abernot (2005). Secondary Schools as Knowledge Managers: Conditions and Perspectives. *The International Journal of Knowledge, Culture and Change Management*, 5(6), 217-226.

## COURSE ESW\_211

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_211</b>	<b>SEMESTER</b>	<b>3</b>
<b>COURSE TITLE</b>	Social work with children and adolescents		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
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>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1610/">https://eclass.upatras.gr/courses/PDE1610/</a>		

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>														
<p>At the end of the semester the student will be able to describe the interdisciplinary collaboration of a social worker and teacher in the school both in the special and general education (special schools, EDEAY, KEDDY). The student will clarify the role of other professionals such as the social worker at school. The student will be able to determine the key elements of school social work.</p> <p>Will be able to assess incidents of child neglect and abuse. They will be able to define child protection agencies and services.</p> <p>The students will explain how children and adolescents' groups are working.</p>														
<p><b>General Competences</b></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;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>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> .....
<p>For the student to be able to define his / her role in the context of interdisciplinary cooperation between teachers and social workers in special and general education.</p> <p>To be able to recognize bodies responsible for child protection in Greece.</p> <p>To be able to recognize cases of neglect and abuse of children and address the appropriate professional social worker.</p> <p>To be able to organize and operate school projects with children and adolescents.</p> <p>To be able to work in a group.</p> <p>To be able to evaluate himself / herself for professional and personal improvement.</p>	

## SYLLABUS

<p>Course is divided into three parts:</p> <ul style="list-style-type: none"> <li>• Introduction to social work. The role of the social worker as a school-to-family intermediary. Identify the distinct role of the teacher and the social worker in the school community. Study of the institutions where teachers and social workers work together in special and general education.</li> <li>• Analysis of the necessity for cooperation between social workers and teachers as a means of preventing school leakage. Description of agencies responsible for child protection in Greece as well as incidents of abuse and neglect of minors.</li> <li>• How to organize and operate school projects.</li> </ul>
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## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	power-points, e-class	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures-discussion	39
	Individual work	83
	Evaluation	3
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <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>Written examination (70%)</p> <p>Presence and participation in the lesson. Self-assessment report of the student (30%).</p>	

## ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Kallinikaki, Th., Kasseris, Z., (2014), Social Work in Education, Athens: Topos.</li> <li>2. Archondakis, Z., Philippos D. (2003), 205 Experiential exercises for empowerment groups, Athens: Kastaniotis.</li> </ol>
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## COURSE ESW\_212

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_212</b>	<b>SEMESTER</b>	<b>3</b>
<b>COURSE TITLE</b>	<b>Comparative Education</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
Thematic conversations			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	English		
<b>COURSE WEBSITE (URL)</b>			

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• State the developments during the formation of the field of knowledge "Comparative Education"</li> <li>• Present the central concepts and definitions of the field of Comparative Education</li> <li>• Describe the developments in the scientific field of comparative education from its pre-scientific period up to the late modern era, distinguishing the different periods and turning points</li> <li>• Present the main methodological and theoretical approaches in the scientific field of Comparative Education</li> <li>• Compare different education systems through the theoretical perspectives and concepts developed in Comparative Education in the period of early modernity</li> <li>• Make comparisons of different education systems through the theoretical perspectives and concepts developed in Comparative Education in the period of modernity and late modernity</li> </ul>

<ul style="list-style-type: none"> <li>• Identify and interpret changes in the teaching profession in the era of lifelong learning</li> <li>• Recall and explain international (European) developments in teacher education policies and relate them to changes in the role and profession of the teacher</li> <li>• Describe the developments in teacher education at the Greek level and relate them to the corresponding developments at the European level</li> </ul>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<ul style="list-style-type: none"> <li>• Search, analyze and synthesize data and information, using the necessary technologies</li> <li>• Adapt to new situations</li> <li>• Decision making</li> <li>• Autonomous work</li> <li>• Working in an international environment</li> </ul>																		

## SYLLABUS

<p>Course is divided into three parts:</p> <ul style="list-style-type: none"> <li>• Definition of the field "Comparative Education": concepts, definitions, methodology - Origins and theoretical perspectives in Comparative Education</li> <li>• Analysis of educational systems in the context of Comparative Education from the 19th century to the 21st century. Developments and turning points</li> <li>• Teacher training: European programmes and developments in the teaching profession in the era of lifelong learning policies and programs in teacher education and in the profession of teacher</li> </ul>
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## TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face										
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power-points, e-class										
<p><b>TEACHING METHODS</b></p> <p><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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>50</td> </tr> <tr> <td>Thematic conversations - Presentations</td> <td>30</td> </tr> <tr> <td>Non-guided study</td> <td>45</td> </tr> <tr> <td><b>Course total</b></td> <td><b>125</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	50	Thematic conversations - Presentations	30	Non-guided study	45	<b>Course total</b>	<b>125</b>
<b>Activity</b>	<b>Semester workload</b>										
Lectures	50										
Thematic conversations - Presentations	30										
Non-guided study	45										
<b>Course total</b>	<b>125</b>										
<p><b>STUDENT PERFORMANCE EVALUATION</b></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</i></p>	Written examination based on critical issues using notes and books. Questions										

<p><i>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>are not common for all students but they have a common structure and form.</p>
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#### **ATTACHED BIBLIOGRAPHY**

- Pasiás G. (2015). *Comparative Education*. Athens: Grigoris
- Karras K. (2011). *The Teacher in a Changing World: A Challenge for Pedagogy Today*. Athens: Gutenberg



## COURSE ESW\_213

### GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ESW_213</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	BYZANTINE HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES - SEMINARS – CLASSROOM WORKSHOP	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>Students at the end of the semester should be able to:</p> <ul style="list-style-type: none"> <li>•(a) report the ancient Greek and Roman roots, the historical role and the development of Byzantine institutions and intellectual production through time;</li> <li>(b) distinguish between the secular and the religious aspects of Byzantine civilization and their relationship</li> <li>(c) identify evidence of the reception and impact of the Byzantine civilization on modern Europe to this day, including Greece.</li> </ul>																		
<p><b>General Competences</b></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>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information,</li> <li>• Promotion of free, creative and deductive thinking</li> <li>• Recognition and critical investigation of social</li> </ul>																		

## SYLLABUS

- A) Transition from the ancient Roman world to Byzantium: continuity and discontinuity.  
 (B) Roman, Greek and Christian character of Byzantium.  
 (C) Early Byzantine period: politico-military events, administration, institutions, society, church, culture.  
 (D) Middle Byzantine period (until 1204): politico-military events, administration, institutions, society, church, art, education.  
 (E) Late Byzantine period: politico-military events, administration, institutions, society, church, art, education, contact with Europe (Venice, etc.).  
 (F) Byzantium after Byzantium: influence on the Italian Renaissance and Eastern Europe.

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In the classroom										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of computer and projector										
<b>TEACHING METHODS</b> <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>Seminars</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual works</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;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Seminars	39	Individual works	83	Evaluation	3	Course total	<b>125</b>
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## ATTACHED BIBLIOGRAPHY

- Bibliography:

- Baynes, H., & Moss, L.B. (2005). *Byzantium. Introduction to Byzantine culture*. Athens: Papadimas (In Greek).  
 Beck, H.-G. (2000) *The Byzantine millennium*. (translation Dim. Kourtivik) Athens: National Bank Educational Foundation. (in Greek).  
 Beck, H.-G. 1988, *History of Byzantine Vernacular Literature* (translation, H. Eideneier). Athens: National Bank Educational Foundation (in Greek).  
 Grammatikopoulou, E. (ed.) (2004), *Byzantium and the beginnings of Europe* (Ed.). Athens: National Bank Educational Foundation (in Greek)  
 Hunger, H., (1981-83). *Byzantine Literature. The words secular secretariat of the Byzantines* (Volume A-C) (translation L.G. Mpenakis). Athens: National Bank Educational Foundation (in Greek).

Related scientific journals  
 Byzantinische Zeitschrift  
 Byzantine

## COURSE OUTLINE ESW\_214

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_214</b>	<b>SEMESTER</b>	<b>3rd</b>
<b>COURSE TITLE</b>	English III		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Foreign Language		
<b>PREREQUISITE COURSES:</b>	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.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>WEBSITE:</b>	<a href="https://eclass.upatras.gr/courses/PDE1371/">https://eclass.upatras.gr/courses/PDE1371/</a>		

### (2) LEARNING OUTCOMES & GENERAL COMPETENCES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>The aim of this course is to familiarize students with the English language used in authentic texts of English Literature and to teach them ways of speaking and writing about literature. A number of short fiction stories of the 20<sup>th</sup> century are read and analysed.</p>																		
<p><b>General Competences</b></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;"><i>.....</i></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;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	
<p>By the end of this course the students will have:</p> <ul style="list-style-type: none"> <li>• Improved their understanding of literary terms and genres</li> </ul>																		

- Organize how to comprehend and to analyze authentic material, with teaching focused on the development of language skills for the purposes of their field of study.
- Expand /enrich Vocabulary
- Improve all four language skills – reading, listening, speaking, and writing to a satisfactory level.
- Develop production skills and understanding of written and spoken language
- Acquire academic writing skills

**(3) SYLLABUS**

Literature and its genres  
 Active reading and literary interpretation  
 Vocabulary for discussing literature  
 Approaches to interpreting literature  
 Analysis and interpretation of selected short fiction stories

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <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										
<b>TEACHING METHODS</b> <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%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Activity</th> <th style="background-color: #e0e0e0;">Semester workload</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>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	56	Essay writing	30	Course total	125
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	<p><b>following criteria:</b></p> <p><b>Task response:</b> ability to use the language for discussing literature. Ability to analyze and interpret short fiction.</p> <p><b>Coherence and Cohesion:</b> writing organization and its logical sequence.</p> <p><b>Lexical resource:</b> the use of a wide range of relevant vocabulary in a natural way.</p> <p><b>Grammatical range and accuracy:</b> 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 (<b>e-class</b>)</p>
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**(5) ATTACHED BIBLIOGRAPHY**

The Norton Anthology of Short Fiction by R.V. Cassill ed. W.W.Norton& Company New York-London 1989

The Writer's Harbrace Handbook by Cheryl Glenn and Loretta Gray- International edition, 4<sup>th</sup> ed. 2009

## COURSE OUTLINE ESW\_215

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>SEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_215	<b>SEMESTER OF STUDIES</b>	3rd
<b>COURSE TITLE</b>	French III		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures and language practice exercises	3	5	
<b>COURSE TYPE</b>	Teaching French for Specific Purposes (specialised general knowledge), Academic skills development		
<b>PREREQUISITE COURSES:</b>	There are no prerequisites for the course. However, good knowledge of French is recommended towards students' successful completion of the course (B1/B2 level).		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	French		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/FLU126/">https://eclass.upatras.gr/courses/FLU126/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>		
<p>The aim of this course is to brush upon students' general French language skills with an emphasis on Humanities French topics and enhance their specific vocabulary in in the Humanities Language.</p> <p><b>Learning outcomes</b>          At the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. use the French language having aquired basic skills</li> <li>2. discuss topics in Humanities Sciences, and the language used in the field.</li> <li>3. manage texts in Pedagogy and Social Sciences (text comprehension, linguistic practice, vocabulary building, written speech production)</li> <li>4. write reports</li> <li>5. manage academic articles of their field and analyze their features</li> </ol>		
<p><b>General Abilities</b>  <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="vertical-align: top; width: 50%;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i> </td> <td style="vertical-align: top; width: 50%;"> <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> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i>
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<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Others...</i> <i>.....</i>
<p>Moreover, students will have developed the following general competences (from the list above):</p> <p><i>Decision making</i></p> <p><i>Autonomous (Independent) work</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Work design - Project Planning and management</i></p> <p><i>Practicing criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>	

### 3. COURSE CONTENT

<p>The course covers the following topics:</p> <ol style="list-style-type: none"> <li>1. Français Académique : Révision des verbes académiques fréquemment utilisés, noms, adjectifs, et adverbes.</li> <li>2. Verbes de reportage et de référence</li> <li>3. Sources</li> <li>4. Systèmes de référence</li> <li>5. Écrire un rapport : français académique et français des affaires sociales</li> <li>6. Lire et travailler sur des articles scientifiques</li> </ol>
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### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <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)	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, 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>	<b>Teaching Method</b>	<b>Semester Workload</b>
	Lectures + language practice	39
	Homework preparation	83
	Final exam	3
	Course total	125
<b>STUDENT ASSESSMENT</b> <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, presentation, examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The language of evaluation is French</p> <p>The evaluation includes:</p> <ul style="list-style-type: none"> <li>• Final written exam (task-based exam) – 80%</li> <li>• Written report and short assignments (10%)</li> <li>• Attendance and participation (10%)</li> </ul> <p>The evaluation criteria are explicitly mentioned in the course syllabus handout distributed to students and uploaded in the e-class platform (URL of the course – see above)</p>	

### 5. RECOMMENDED LITERATURE

<ol style="list-style-type: none"> <li>1. Entre nous 2 Éditions Maison des langues ISBN : 978-84-8443-927-1</li> <li>2. Pluri Dictionnaire Larousse (2016)</li> <li>3. Instructor's notes.</li> </ol>
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## COURSE OUTLINE ESW\_217

### 6. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_217	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	Russian III		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
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>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language		
<b>PREREQUISITE COURSES:</b>	The students who choose RUSSIAN III must have attended RUSSIAN I and RUSSIAN II.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Russian		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 7. LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>At the end of the third semester students are expected to be able to: Apply and use the elements of the Russian language they have been taught.</p> <p>In <b>Russian III</b> the course includes:</p> <ul style="list-style-type: none"> <li>• Nouns and adjectives in prepositional case</li> <li>• Past tense of verbs</li> <li>• Adverbs of time</li> <li>• Basic vocabulary</li> <li>• Development of language communication skills along with exercising grammatical and syntactic strictures.</li> </ul>

<p><b>General Competences</b></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>Working in an international environment</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> <p><i>Production of free, creative and inductive thinking</i></p>
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<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Improvement in usage and understanding of the Russian language.  
Improvement of writing and speaking skills.  
Correct pronunciation and intonation.

## 8. SYLLABUS

<ul style="list-style-type: none"> <li>- Grammatical and syntactic phenomena.</li> <li>- Speaking and writing.</li> <li>- Vocabulary enrichment.</li> </ul>
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## 9. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)												
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-mail e-class												
<b>TEACHING METHODS</b> <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%; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;">Activity</th> <th style="background-color: #e0e0e0;">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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Project	30												
Essay writing	16												
Course total	125												
<b>STUDENT PERFORMANCE EVALUATION</b> <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>Assessment language is Russian.</p> <p>The evaluation is based on:  Final Exam (50%)  Written project (10%)  Attendance (40%)</p>												

## 10. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ.Под редакцией В.Г.Костомарова</li> <li>2. РУССКИЙ ЯЗЫК. ПРАКТИЧЕСКИЙ КУРС. Л.С.Журавлёва</li> <li>3. ПОЕХАЛИ.Ст.Чернышов</li> <li>4. ΓΡΑΜΜΑΤΙΚΑ ΣΧΟΛΙΑ.ΣΗΜΕΙΩΣΕΙΣ Π.ΙΩΑΝΝΙΔΟΥ</li> </ol>
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