**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY OF PATRAS

COURSES OUTLINE

2nd YEAR
Semester 4th
Academic Year: 2021-2022

MAIN FIELD: TEACHERS OF PRIMARY EDUCATION

COURSE ESW_218

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVELOF COURSE	UNDERGRADUATE

COURSE CODE	**PED_116/ ESW_218**	**SEMESTER OF STUDIES**	4th Semester
COURSE TITLE	PSYCHOLOGY OF READING AND SPELLING		

INDEPENDENTTEACHINGACTIVITIES	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
LECTURES + (OPTIONAL) STUDENT'S EXERCISES	3	5

COURSE TYPE	OBLIGATORY Scientific Knowledge Discipline
PREREQUISITE COURSES:	NONE
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (ENGLISH)
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1461

LEARNING OUTCOMES

Leraning outcomes
At the end of the course, students are expected : • to recognize current issues in relation to the topics of reading and writing/spelling. • to categorize the main cognitive, developmental & educational factors relating to the fundamental processes of reading/spelling acquisition.

	General Abilities
	Ability for critical thinking Ability for analysis/synthesis of cognitive/developmental/educational theories of reading/spelling. Ability for self-study/group study

COURSE CONTENT

Syllabus topics are the following: • The importance of reading and writing skills for school learning. • The evolution of writing. Writing systems in the world. • The Greek writing system. • Memory and Literacy. • The phonological awareness and the literacy acquisition. • The basic reading/spelling process. • The developmental models of reading acquisition • Reading comprehension • Teaching and literacy

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Lectures, discussion in the classroom, optional student's exercises Tutorials for Erasmus students
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Lectures via power-point. Educational material via e-class. Communication with students via e-mail.
TEACHING ORGANIZATION	
STUDENT ASSESSMENT	Written exam (100%) or Written exam (90%) + Student Exercises (10%) Greek/English for Erasmus students Assessment criteria available via e-class

Under TEACHING ORGANIZATION:

Teaching Method	Semester Workload
Lectures	39
(Optional) Student's exercises	12
Autonomous Study	71
Written Assessment	3
Total number of hours for the Course	**125**

RECOMMENDED LITERATURE

Stasinos, D. (2015). *Psychology of Discourse and Language.* Athens: Gutenberg (In Greek).

Smith. F. (2006). Understanding the Reading Process. Athens: Epikentro (In Greek).

COURSE ESW_204

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE – (REQUIRED)
COURSE CODE	ESW_204 **SEMESTER** 4th
COURSE TITLE	MIGRATION – INTERCULTURALISM AND INCUSION

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1469/

2. LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
It is expected that at the end of the course, students will be able: 1. To describe and explain the characteristics of multicultural societies, the dimensions of heterosexuality, identity, the process of creating stereotypes, prejudices and racism in society and school. 2. To recognize cultural differences and value pluralism, to adopt tolerance and acceptance

in what is foreign and unknown to them, thereby overcoming ethnocentrism.

3. To analyze in their class the concepts of identity, culture, diversity and multiculturalism for the introduction of innovations and the improvement of their teaching.

4. Manage successfully a multilingual / multicultural classroom, both by acquiring the necessary theoretical knowledge in bilingual and bilingual education, and by using appropriate pedagogical and teaching strategies.

5. To support the prevention and prevention of xenophobic and racist perceptions, attitudes and behaviors in the school as well as in the wider social sphere.

6. To recognize the characteristics of minority-ethnic-immigrant groups in the country.

7. To identify the models of managing diversity, their characteristics and to distinguish between them.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	
	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	
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...*
	....

1. Adapting to new situations

2. Respect for difference and multiculturalism

3. Showing social, professional and ethical responsibility and sensitivity to gender awareness

4. Production of free, creative and inductive thinking

5. Team Work

3. SYLLABUS

The course offers the scientific knowledge necessary to respond satisfactorily to the demands of the contemporary multicultural reality. It aims at understanding and exploiting the complexity of societies, as a result of their history, and more recently, through the process of globalization. It also focuses on avoiding mechanisms that exclude people with different socio-cultural backgrounds. Specifically:

1. The New Environment – Social Transformations (Weeks 1 & 2)
2. Theories of Diversity and Otherness. The concept of "identity" and "difference" (Week 3)
3. Ethnic Minority groups in Greece (Weeks 4 & 5)
4. Managing Diversity (Weeks 6 & 7)
5. Intercultural Communication (Weeks 8 & 9)
6. Bilingualism and Bilingual Education (Week 10)
7. Violence - school bullying and ethnicity (Week 11)

8. Racism (Week 12)
9. Educational Racism (Week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lecture, viewing and analysing films, use of video projector, Use of University of Patras' online distance education platform, Digital course with videotaped lectures http://ecourse.uoi.gr/course/view.php?id=1110
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Video Projector, internet, digital course on the University of Patras e-class platform
TEACHING METHODS *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*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>30</td></tr><tr><td>Film viewing and analysis</td><td>9</td></tr><tr><td>Study and analysis of bibliography</td><td>83</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>Course total</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *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.*	The evaluation is executed using a combination of a written, optional term paper that serves to improve the final grade and with a written examination at the end of the semester. ERASMUS students in lieu of taking a written final exam, produce a written term paper in English or French.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- *Νικολάου, Γ. (2011), Ένταξη & εκπαίδευση των αλλοδαπών μαθητών στο Δημοτικό Σχολείο, Αθήνα, Πεδίο, ISBN: 978-960-9405-84-3, κωδικός ΕΥΔΟΞΟΣ 12665534,*
- *Gundara, J. (2012), Διαπολιτισμική Ευρώπη, Αθήνα, Πεδίο, ISBN: 978-960-546-072-3, κωδικός ΕΥΔΟΞΟΣ 3424,*
- *Coelho, E., E. Τρέσσου, & Σ. Μητακίδου, επιμ., (2007). Διδασκαλία και μάθηση στα πολυπολιτισμικά σχολεία. Επίκεντρο: Αθήνα (Πρωτότυπη δουλειά εκδόθηκε το 1998).*

- *Cummins, J., (2002). Ταυτότητες υπό διαπραγμάτευση. Αθήνα: Gutenberg*

- *Δαμανάκης Μιχάλης, (επιμέλεια), (1997). Η εκπαίδευση των παλιννοστούντων και αλλοδαπών μαθητών στην Ελλάδα. Gutenberg: Αθήνα.*

- *Modgil Sohan (κ.α.), (1997). Πολυπολιτισμική Εκπαίδευση. Προβληματισμοί – Προοπτικές. Αθήνα: Ελληνικά Γράμματα.*

- *Νικολάου Γιώργος, (2005). Διαπολιτισμική Διδακτική. Αθήνα: Ελληνικά Γράμματα*

- *Παπαδημητρίου Z., (2000). Ο ευρωπαϊκός Ρατσισμός. Ελληνικά Γράμματα: Αθήνα*

- *Φραγκουδάκη Άννα – Δραγώνα Θάλεια (επιμ.), (1997). «Τι είν' η πατρίδα μας;»- Εθνοκεντρισμός στην εκπαίδευση. Αλεξάνδρεια: Αθήνα.*

- *Banks J., (2000). Cultural Diversity and Education, Allyn and Bacon, Boston*

- Related academic journals:

COURSE ESW_220

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undregraduate

COURSE CODE	**ESW_220**	**SEMESTER**	**4◦**
COURSE TITLE	**Lifelong learning policies**		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures – Thematic conversations	2	5
Laboratory activities	1	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	English
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

Students will be able to:
- describe the developments in the creation of education systems, the construction of the field of educational policy and later the field of lifelong learning
- recognize and analyse the main issues related to the epistemological constitution of the subject of educational policy
- analyze the different types of learning, distinguish between them and understand their significance
- describe and relate the activities of international organisations in the field of education and training and the production of lifelong learning policies and programmes
- categorize, identify and summarise the lifelong learning policies of international organisations
- plan and be able to develop a project in the field of lifelong learning

- analyze and relate European lifelong learning policies
- become familiar with the production of European lifelong learning policies
- analyze and compare Greek lifelong learning policies
- recognize and interpret the connection between Greek lifelong learning policies and the corresponding European policies

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility*
Working independently	*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…*
	…….

- 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
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

SYLLABUS

Courses is divided into three parts:
- Formation of educational systems and the scientific field "Education Policy". Types of learning and contemporary issues in the era of lifelong learning.
- International organisations - globalisation, the knowledge society and the construction of the subject of "lifelong learning policies".
- Development of policies at international (European) and national level in the field of lifelong learning.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Power-points, e-class

TEACHING METHODS

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

Activity	Semester workload
Lectures	30
Thematic conversations	25
Laboratory activites	25
Non-guided study	45
Course total	*125*

STUDENT PERFORMANCE EVALUATION *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.*	Written examination based on critical issues using notes and books. Questions are not common for all students but they have a common structure and form.

ATTACHED BIBLIOGRAPHY

- Stamelos , G. and Vassilopoulos, A. (2013). Lifelong Learning Policies in the context of European Government: The Greek case. Athens: Dionikos.
- Stamelos G, Vassilopoulos A. & Kavasakalis A. (2015). Introduction to Educational Policies. Athens: Kallipos https://repository.kallipos.gr/bitstream/11419/226/1/00_master%20document_Stamelos VasilopoulosKavasakalis_Final.pdf .
- Stamelos G. (2009). *Educational Policy.* Athens: Dionikos.

COURSE ESW_221

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ESW _221		SEMESTER	4ᵀᴴ
COURSE TITLE	PUPIL ASSESSMENT			

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
Lectures, tutorials and laboratory hours	3	5

COURSE TYPE	Compulsory, background, specialized general knowledge, skill and attitude development
PREREQUISITE COURSES:	Basic knowledge in sociology and developmental psychology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/41Y4534/

LEARNING OUTCOMES

Learning outcomes
The aim of this course is to allow the students, future elementary school teachers, become familiar with the pedagogic pupil assessment, which aims to promote learning in an open, creative and cros-curricular school. The production and application of assessment plans is necessary in combination with the use of educational material, as well as the development of effective Teaching-Learning-Assessment (T-L-A) scenario-scripts.   With the successful completion of the test will enable students to: • Describe the pedagogic characteristics of class assessment, especially those that refer to the development of creativity in all the fields of life.   • Categorize the types and kinds of pupil assessment.   • Recognize and describe the way the transformative and descriptive assessment is applied in class.   • Find the interactive and cross-curricular relations that have to be developed between assessment and teaching/learning.   • State the theoretical and scientific grounds of cross-curricularirity mainly within the frame of Biopedagogism theory of learning and on the basis of the biopedagogic, multi-prismatic competences.   • Develop their own scenarios of T-L-A with the application of a variety types of assessment.   • Compose creative and transformative activities for every stage of teaching/learning.   • Develop, in the frame of final, summative assessment, specially formatted problems for the pupils to solve at an individual and/or group/collaborative level.
General Competences
• Criticism and self-criticism   • Individual work   • Team work   • Working in an interdisciplinary environment   • Decision making

- Search for analysis and synthesis of data and information with the use of appropriate sources.
- Promotion of free, inductive and creative thought.

SYLLABUS

The course is developed on both theoretical and practical levels, with content that includes the following:

Unit 1: The concept of pupil assessment in relation to cross-curricular teaching/learning.
- Definition of concepts that are related to pupil assessment such as skill, competence, learning goal, cross-curriculariry, cross-disciplinarity.
- Cross-curricularity as a basic parameter of the Cross Curricular Program of Studies Framework as well as of the relevant educational material, printed and electronic.
- The relationship between cross-curricularity and creativity.
- The theory of learning of Biopedagogism as a scientific basis of creative learning.

Unit 2: The types of assessment and the variety of its techniques:
- Initial, continuous and final assessments and their role in T-L-A.
- The social role of pupil assessment and its application on diversified pupil groups,
- The pedagogic role of pupil assessment and the use of all its types towards the improvement of every pupil learning.

Unit 3: The aims of pupil assessment and the types of strategies.
- Evaluation and assessment of every pupil's performance and learning.
- Evaluation and assessment of pupils' basic competences in the frame of cross-curricularity and on the basis of Biopedagogism.
- The concept of creativity and the importance of its development through T-L-A.
- The concept of a teaching/learning problem and its use in T-L-A.

Unit 4: Students' exercise/practice on the creation of T-L-A scenarios.
- Choice of appropriate educational material and development of a T-L-A scenario.
- Production of examples for oral assessment during teaching/learning in order to promote creativity.
- Descriptive assessment during teaching/learning in order to promote creativity.
- Development of a cross curricular problem for on a teaching unit for the pupils to solve.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face seminars (lectures, presentation, discussion, laboratory practice).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Internet use. Lesson presentations with power point. Use of the appropriate websites. Teaching/learning support through e-class platform.

TEACHING METHODS		

Activity	Semester workload
Lectures	13
Laboratory practice presentation, discussion	26
Individual and/or team projects (and presentations in seminars) with the use of educational materials	39
Individual essay (T-L-A scenario)	14
Individual study and analysis of bibliography	30
Evaluation	3
Course total	*125*

STUDENT PERFORMANCE EVALUATION	The language of evaluation is Greek (in the case of foreign students, English language may be used).

Description of the evaluation procedure	Evaluation: 1. Individual or team projects related to pupil assessment with the creative use of printed and electronic education material (40% of the final grade). 2. Development of a T-L-A scenario and its electronic submission. 3. Written final examination on groups of themes with common types and structure. The content of the exams is organized in open-ended essay type questions (up to limited number of words), multiple choice questions, short answer questions, filling the gabs exercises. The evaluation criteria are accessible to the students through the e-class platform.

ATTACHED BIBLIOGRAPHY

Suggested Bibliography:
- Alahiotis, N., S., & Karatzia-Stavlioti, E., (2009). *Cross-Curricular and Biopedagogic consideration of Learning and Evaluation,* Livanis Publications, Athens (in Greek).
- Constandinou, Ch. (2004). *Pupil assessment as a pedagogic logic and a school practice,* Gutenberg publications, Athens (in Greek).
- Constandinou, Ch. (in collaboration with J. Constantinou), (2017). *Evaluation in Education: The evaluation of the educational work, teacher and the pupil as a theory and as a practice.* Gutenberg publications, Athens (in Greek).
- Kassotakis, M. & Flouris, G. (2006). *Teaching and Learning: Theory, practice and teaching evaluation.* Private Publication, Athens (in Greek)
- Texts in the website of the Institute of Educational Policy on Pupil Assessment.
- Texts in the e-class platform

Related academic pulication

- Karatzia-Stavlioti, E. (2010). «Pupil Assessment in a Historical Perspective: Contribution to the Contemporary Debate». In D. Mattheou (ed.), *Changing Educational Landscapes, topographies and scenarios: a comparative perspective*. Dordecht. Springer, pp. 207-226.

- Alahiotis S.N. and E. Karatzia-Stavlioti. (2006). «Effective curriculum design and cross curricularity: Analysis of the new curriculum design of the Hellenic Pedagogical Institute». *Pedagogy, Culture & Society*, 14(2), σσ. 119-148. http://www.informaworld.com/smpp/title~content=t716100719

- Alahiotis, S., & E. Karatzia–Stavlioti, E. (2008) "Biopedagogism": A New Theory of Learning." *The International Journal of Learning* 15: 323–330.

COURSE ESW_222

GENERALLY

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate

COURSE CODE	ESW_222	**SEMESTER OF STUDIES**	Δ
COURSE TITLE	**BASIC CONCEPTS OF PHYSICS**		

INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**CREDITS**
Lectures, laboratory exercises	3	5

COURSE TYPE	Compulsory: Of background, of scientific area, of skills development
COURSE PREREQUISITES	NO
TEACHING AND EXAM LANGUAGE:	Greek
OFFERED TO ERASMUS STUDENTS	NO
COURSE URL	

LEARNING RESULTS

The aim of the course is to encourage students to study, deepen and finally understand the basic concepts and principles of natural phenomena that fall within the field of Primary Education with the aim of achieving a literacy in science and developing critical thinking. Students ultimately succeed through the procedures followed in teaching, the understanding and the ability to describe a natural phenomenon and then the ability to analyze it with the help of scientific methodology, aiming at the didactic transformation of scientific knowledge into taught / school knowledge.

Differentiating the learning outcomes in knowledge, skills and competencies, the aim of the course, after its successful completion, is:

At the level of Knowledge, for students to be able to:
- Describe the basic concepts and principles of the science of Physics that are related to both everyday life and the corresponding topics taught in Primary Education, to the extent that they allow them to develop a literacy of science.
- Recognize situations and phenomena that are usually encountered in familiar everyday situations and interpret them in the context of literacy of science
- Categorize and classify students' ideas about specific concepts and phenomena

At the level of skills, for students to be able to:
- Promote critical and creative thinking with the organization of lessons based on the understanding of situations and phenomena of everyday life and by relating situations of the macrocosm and the microcosm
- Apply the scientific methodology in order to achieve understanding, gaining first the ability to describe and then the ability to analyze phenomena.
- Have developed experimental and laboratory skills, so that they are able to organize correctly and safely for themselves, as teachers and for their future students the teaching of the specific subject

- Analyze the process of approaching and interpreting natural phenomena that usually concern everyday life and Primary Education, working at both macroscopic and microscopic level, in a way that allows them to develop instructive transformations

At the level of capabilities, for students to be able to:
- Create and / or reconstruct appropriate educational material for their teaching needs and to organize it based on the specific concepts and phenomena that they will teach. For this they will follow the various teaching models so that they can effectively transmit the specific knowledge and principles related to basic concepts of physics to students of primary education but also to use them for professional and / or personal development.
- Conceptually utilize the literature on the principles of science and their importance in approaching Physics as a subject.
  Support the importance of the above knowledge / skills and abilities for a better and more complete view of our world and their importance of their role as teachers of Primary Education.

General capabilities

• Search, analysis and synthesis of data and information, using the necessary technologies
• Adaptation to new situations
• Decision making
• Autonomous Work
• Teamwork
• Work in an interdisciplinary environment
• Production of new research ideas
• Respect for diversity and multiculturalism
• Respect for the natural environment
• Exercise criticism and self-criticism
• Promoting free, creative and inductive thinking
  • Respect for the natural environment

COURSE CONTENT

It is related to the basic concepts of Engineering, Heat, Sound and Light, Structure of Matter and Electricity-Magnetism mentioned in the textbooks and the curriculum of primary education. Specifically, the following are studied:

- • Studying motion
- • Newton's laws
- • Momentum and Energy
- • Rotational motion
- • Global attraction.
- • Heat and temperature.
- • Oscillations and sounds
- • Electricity and magnetism.
- • Light and colors.
- • The atom and the nucleous
- • Solids, liquids and gases.

TEACHING AND LEARNING METHODS-ASSESSMENT

COURSE DELIVERY MODE.	In class & in the corresponding laboratory
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Course presentations with PowerPoint slides. • Utilization of appropriate websites. • Support of the learning process through the electronic platform e-class. Supplementary specialized closed and open type educational software (Edisson 4.5 Interactive Physics) and PhysApplets from the internet are used

	Activities	Semester work load
ORGANIZATION OF TEACHING SESSIONS	Lectures	31
	Coaching classes	13
	Laboratory activities	8
	Study and analysis of literature	30
	Autonomous studying	40
	Assessment	3
	Course total hours (125 hours of workload per credit)	**125**

STUDENT ASSESSMENT	The evaluation is done in Greek Written exam that assesses the understanding of the concepts taught. <u>Includes:</u> Open-ended questions, Multiple Choice, Matching, or True / False Questions and problems related to concepts taught or to everyday situations <u>Evaluation criteria:</u> Correctness and completeness of the answers. Clarity and consistency in argumentation, interpretation and justification. The grade of the laboratories accounts for a percentage of 25% in the final grade of the course There is also the possibility of an optional assignments, for those who are interested, with a variety of Physics topics. The optional work accounts for with a percentage of 40% in the final grade of the course.

SUGGESTED BIBLIOGRAPHY

Hewitt, P. (2009). *The concepts of Physics Heraklion: ITE, -University Publications of Crete.*

2. Holton, G., Brush, S. (2018). *Introduction to the concepts and theories of Science.*

3. Koumaras P. (2015). *Paths of thought in the world of Physics.* Gutenberg Publications

4. MacDermott, L., Shafer, P. (2011*). Introductory Physics courses.* Publisher:Typothito-George Dardano*s*

5. Halliday, Resnick, Walker. (2012). *Physics Volumes A & B. Ed.* Guntenberg.

6. Young, H. (1992). *University Physics (Edition Supplemented with Modern Physics.* Athens Papazisis Publications*.*

Online resources

Course lectures

COURSE ESW_223

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate

COURSE CODE	ESW_223	**SEMESTER**	4th semester
COURSE TITLE	Social and Educational Exclusion		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Optional – Knowledge acquisition, skills development and change in attitudes	
PREREQUISITE COURSES:	There aren't any	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1514/	

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
By the end of the course the students are expected to be able to: • Describe, analyse and explain the dimensions of the concept of Social Exclusion, in order to highlight its complexity • Analyse, compose, deepen, compare as well as critically approach the contemporary problematic related to the phenomenon of Social Exclusion as well as the relationship between Social and Educational Exclusion. • To recognise, describe, analyse and explain the features of the vulnerable social groups (Gypsies, Pontians and others), their educational circumstances as well as their related social and educational difficulties.
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*
Search for, analysis and synthesis of data and information, with the use of the necessary technology   *Project planning and management*   *Respect for difference and multiculturalism*

1. Analysis and synthesis
2. Independent work
3. Team work
4. Criticism and self-criticism
5. Production of free, creative and inductive thinking

SYLLABUS

- Conceptual clarification and definition of the phenomenon of "Cultural Exclusion", in relation and reference to related concepts such as: Poverty, racism, minority, culture, stigma.
- Analysis of the factors that gave birth to the phenomenon of "Social Exclusion" and "Educational Exclusion".
- Presentation of the morphology of the socially excluded groups, as well as their educational circumstances.
- Presentation and analysis of the concepts of culture and poverty as well as their relationship with student drop-out.
- Approach to the policies for dealing with Social Exclusion.

TEACHING and LEARNING METHODS - EVALUATION

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

	Evaluation:
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.*	• Final written examination which contains two sections of questions: Questions which pertain to the course thematic, while the second contains judgement questions. The topics are the same for all students, with the same form and structure. Each section of questions corresponds to 50% of the final mark. Or • Empirical research and report 10.000 words,100% of the final mark)

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Economou, H., Feronas A., (2006). *Those beyond the walls. Poverty and Social Exclusion in contemporary societies,* Dionikos pub., Athens.
- Demeuse M., Frandji D., Gregor D. & Rochet J.Y., (2012). *Educational priority policies in Europe,* Papazisis pub., Athens.
- Kasimati K., (ed.) (1998). *Social exclusion: The Greek experience,* Gutenberg pub., Athens.
- Papadopoulou D., (ed.) (2002). *Social Exclusion, for the people we cast aside…,* Armos pub., Athens.
- Petmezidou, M., & Papatheodorou, H. (2004). Poverty and Social Exclusion, Exantas pub., Athens.
- Kautatzoglou, I., (2006). *Social Exclusion: Without, Within and Under. Theoretical, historical and political origins of an ambiguous concept,* Savvalas pub., Athens.

COURSE ESW_224

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF COURSE	Undergraduate

COURSE CODE	**ESW 224**	**SEMESTER**	**4ᵗʰ**

COURSE TITLE	Socialization, Identities and Deviance

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background,* *special background, specialised general knowledge,* *skills development*	Specialized general Knowledge (optional)
PREREQUISITE COURSES:	Sociology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (English -for incoming Erasmus students).
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1431/

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* *• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* *• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* *• Guidelines for writing Learning Outcomes*
Students at the end of the course are expected to be able to: • Compose the major concepts related to the socialization of the child. • Compare basic theoretical orientations in reference to identity issues and deviance. • Develop critically analyse institutional influences on the socialization of the child (education, family, Mass Media). • Develop the appropriate skills of implementing the techniques and methods adopted and related to the current social research on the socialization of the child and on the social construction of deviance.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology　　*Project planning and management* *Adapting to new situations*　　*Respect for difference and multiculturalism* 　　*Respect for the natural environment*

Decision-making	*Showing social, professional and ethical responsibility*
Working independently	*and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others…*
	....

Generally, by the end of this course the students will, furthermore, develop the following general abilities:
- Basic knowledge of the fields of Sociology and Sociological Theory
- Critical thinking skills to social research data on socialization
- Promotion of creative and inductive thinking, easily move from memorization, analysis and application to synthesis and evaluation
- Ability to search, analyse and synthesise relevant data and information, critically assess a published research report and suggest how the study could have been improved.

SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: The main issues of Socialization and Identity in contemporary literature. Clarification of terms. Methods and practices. The concepts of citizenship, liquid identity and differentiation by class, race/ethnicity, gender and sexuality.

Part B. Lectures 5-8: Analysis of the three major sociological perspectives to examples of the problems affecting the socialization process.

Part C. Lectures 9-13: Presentations on the recent debate about institutional influences on the socialization of the child (social media, mass media, family, education, religion etc) Students' essays (optional) presentations with critical approach and dialogue.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures face to face, presentation of student homeworks, brainstorming, documentaries and motion picture films review from a sociological perspective in order to demonstrate the terms and theories discussed in this course.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Power points, e-class.
TEACHING METHODS *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.*	

Activity	Semester Workload
Lectures and active discussions	27
Workshops and Laboratory practice	12
Hours for private study of the student and preparation of home-works	83
Final examination (3 conduct hours)	3

	Course total	125	
STUDENT PERFORMANCE EVALUATION *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.*	Students are assessed as follows: 1. Written examination after the end of the semester.		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Balias St. (2008). Active citizen and education. Athens: Papazisis.

- Bauman Z. (1999). Liquid Modernity. London: Sage.

- Related academic journals:
- Selected journal articles and publications communicated during the course.

COURSE ESW_225

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ESW_225 PED_228	**SEMESTER**	4th

COURSE TITLE	**INTRODUCTION TO COMPUTER SCIENCE**

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, practice	3 + 1	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Elective – Knowledge acquisition and skills development
PREREQUISITE COURSES:	COMPUTERS IN THE LABORATORY
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1305/

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

The aim of the course is to develop digital literacy skills for the potential educators through the review of the historical evolution of computer systems, the Internet and related technologies, to analyze the technology' effects on the society and to highlight the need to adopt it as a tool in education.

By the end of this course the student will be able to:
- Define the computer, refer to its categories and types, identify its structural elements, describe how computers and its peripherals work.
- Recognize and connect the parts of a microcomputer in practice, verifying its proper operation.
- Define and explain the role and the relation of the software and the hardware.
- Analyze the characteristics of the first devices for calculations, explain the feasibility of their construction and summarize the theoretical and technological efforts for their development.
- Summarize the efforts and describe the theoretical basis for the development of the computer, summarize the technological developments and the software developments (operating systems, programming languages).
- Organize and present developments in processors, microprocessors, microcomputers, and powerful computing systems.

- Describe alternative ways of constructing computers and describe also major developments in the field of artificial intelligence, fuzzy logic, networks and robotics.
- Analyze the developments in social media, the effects of social media on everyday life and describe up-to-date technological developments.
- Search, classify, organize and present appropriate information about the effects of computers on 7th art, music, literature, entertainment, computer games, artificial intelligence, and educational robotics.
- Search, classify, organize and present appropriate information related with the effects of computers on education, on e-learning and on learning management systems.

General Competences

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

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

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

SYLLABUS

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

Section 1. Brief introduction to the basic components of the computer
- The computer, categories and types
- The structure and operation of digital computer, software and hardware
- The computer peripherals and their key features
- Practice in identifying the modules of a typical microcomputer

Section 2. Calculating systems of the 1st period (up to 1938) – Mechanical and electromechanical computers
- The first devices for calculations and the development of calculating devices
- The theoretical and the technological infrastructure in the period up to 1939
- The first effects of computers on literature.
- The effects of computers on music and literature.

Section 3. Computer systems and technologies of the 2nd period (1939-1973) - Digital computers
- The establishment of important companies in the field of technology within the period and their effects on computer evolution
- The development of the theoretical infrastructure, the most important technological developments, the development of software and the developments in microprocessors and computing machines of the period
- The effects on education and entertainment
- The development of artificial intelligence, fuzzy logic and networks
- The effects of computers on entertainment and electronic games

Section 4. Computer systems and technologies of the 3rd period (1974 - 1994) - Wide spread of microcomputers
- The establishment of major technology companies within the period, the effects and the most important technological developments
- The development of programming languages and operating systems

- The development of processors, microprocessors, microcomputers and powerful computing systems
- The effects on education, entertainment and literature
- The first steps of Artificial Intelligence and Fuzzy Logic
- Networks developments and alternative ways of computer construction
- The effects of computers on artificial intelligence, robotics and educational robotics

Section 5. Computer systems and technologies of the 4th period (1995 - present) - Internet
- The most important technological developments in programming languages, operating systems, processors, microprocessors and microcomputers
- Developments in the construction of powerful computing systems and alternative ways of computers manufacturing
- The effects on education and entertainment
- The development of robotics, artificial intelligence, networks and the effects from social media
- The effects of computers on education and the e-learning environments

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (lectures, practice, discussion, examples, demonstration).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Lectures and presentation via PowerPoint. Internet. Educational robotics platforms Demonstration of computer parts and peripherals Communication with students via e-mail. Learning process support through e-class platform.

TEACHING METHODS

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

Activity	*Semester workload*
Lectures	13
Practice, demonstration, discussion	26
Work in groups with technologies	39
Autonomous study	44
Evaluation	3
Course total	*125*

STUDENT PERFORMANCE EVALUATION *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.*	Evaluation language: Greek (and English for Erasmus students). Evaluation: 1. Individual essays or essays in groups, in relation with search, organization and presentation of specific information (50% of the final grade). 2. Written final examinations, with exercises that have a common structure and form (50% of the final grade). The content of the exam is organized by, true/false questions, multiple – choice questions, matching questions, short answer questions, fill-in-the-blank questions and ordering questions. Assessment criteria are available via e-class and the teacher's personal webpage.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Panagiotakopoulos, C. (2020). From Abacus to Computer Science. The evolution step by step. Patra: Gotsis.
- Forouzan, B. F. (2015). Introduction to Computers Science. Athens: Kleidarithmos Publications. ISBN: 978-960-461-660-2
- Beekman, G. & Beekman, B. (2014). *Digital Planet: Tomorrow's Technology and you*. Athens: Giourdas Publications.
- Adamidis, A. (2014). *From Abacus to Personal Computers*. Thessaloniki: University Studio Press Publications.
- Selected articles from journals.

COURSE ESW_226

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_226	**SEMESTER**	**4th**
COURSE TITLE	BASIC MATHEMATICS FOR THE PRIMARY SCHOOL		

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, practice	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Obligatory- Knowledge acquisition, skills development
PREREQUISITE COURSES:	There are not prerequisite courses
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be however performed in English in case of foreign students attend the course.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1540

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

After completing the course the students will have the following skills:

1. Ability for mathematical thinking
● to formulate mathematical questions (ie knowledge of the type of questions that someone can formulate in the context of maths, and knowledge of the kind of answers that Mathematics can provide).
● to distinguish different forms of mathematical expressions (definitions, theorems, hypotheses, conclusions, examples, etc.)

2. Ability for mathematical argumentation
● to describe what constitutes a mathematical proof, and what is different from other forms of mathematical reasoning.
● to analyze with clear management of heuristic reasoning (what can happen if.., what cannot happen and why).
● to develop, monitor, and evaluate mathematical arguments.

3. Ability for mathematical communication

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

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

5. Ability to represent
• to decode, codify, translate (from one kind of representation to another) and interoperate the different forms of representation of mathematical objects and situations, as well as recognize the relation between different representations.

6. Ability to use mathematical symbols and formal mathematical language
• to decode and interoperate typical and symbolic language and **recognize** relations with native language.
• to translate from the natural language to the symbolic and standard language.
• to analyze speech and symbolic language.

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

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…
……

- 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 at the laboratory level:
Unit 1. INTRODUCTION TO NUMBER THEORY
Laboratory 1. Numbers and Numerical Systems, Operations, Representation Methods.
Laboratory 2. Fractions, Decimals, Percentages, Proportions
Laboratory 3. Methods of solving mathematical problems I
Laboratory 4. Methods of solving mathematical problems II
Lab 5. Divisibility, Factorization, Prime Numbers
Section 2. GEOMETRY
Laboratory 6. Geometric Shapes-Geometric constructions
Laboratory 7.Geometry and Engineering-Geometry and Art
Workshop 8. Area, Perimeter, Volume
Laboratory 9. Basic geometric transformations
Section 3. ALGEBRA
Laboratory 10. Mathematical modeling, Creation and investigation of patterns
Laboratory 11. Linear Functions: Definition, graph, application to real problems

Section 4. INTRODUCTION TO POSSIBILITIES Laboratory 12. Introduction to Probabilities Laboratory 13. Graphical representation of data, Measures of Central Tendency & Dispersion

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (lectures, practice, discussion, demonstration).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Lectures and presentation via PowerPoint. Internet usage. Communication with students via e-mail. Learning process support through e-class platform.

TEACHING METHODS
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

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
Course total	**125**

STUDENT PERFORMANCE EVALUATION *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.*	Evaluation language: Greek (and English for Erasmus students) Evaluation:. Written final examination (100% of the grade).

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: E. Koleza (2020). Mosaic of Thought in Elementary Mathematics, Eds.Gutenberg

COURSE ESW_227

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_227	**SEMESTER**	4th
COURSE TITLE	Practicum I: Application of Learning Principles in Education		
INDEPENDENT TEACHING ACTIVITIES *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*		**WEEKLY TEACHING HOURS**	**CREDITS**
	Laboratory Practices	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Background, Development of Skills		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1601/		

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
In this course students become familiar with the basic theoretical principles of education and learning theories, through practical implementation in everyday school practice. Students at the end of the course are expected to: - Recognize the prerequisites for classroom organization and creation of an appropriate learning environment (space, arrangement of the desks, utilization of the means and materials).   - Accept the value of developing relationships and a climate of trust with students, parents and school educators.   - Recognize the importance of managing students' behaviour in the classroom, by the teacher as an educator, counsellor and supporter during the learning process.   - Describe the modern theories of learning and their use in the learning process.   - Support the role of education in the development of students' critical and creative thinking and their metacognitive skills.
General Competences

By the end of this course, students are expected to develop the following general abilities:
- Adjusting to new situations
- Decision-making
- Working independently - team work
- Production of free, creative and inductive thinking
- Criticism and self-criticism
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility

SYLLABUS

The course evolves into three components/parts:

Part A. Lectures 1-4: Organization of School Classroom, School and Psychological Climate, Interpersonal Relations in the School Classroom.

Part B. Lectures 5-10: School Classroom Problem Management, Modern Learning Theories.

Part C. Lectures 11-13: The Development of Critical and Creative Thinking, Metacognitive Skills.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	- Face to face (in class) - Presentation from students - Tasks from students - Use of audiovisual material (videos and movies), - Micro teaching - Modelling teaching
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	- Power points - e-class - Access to online journals via Heal-Link - Communication via e-mail

TEACHING METHODS
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.

Activity	Semester Workload
Laboratory training	30

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.	Literature review	40
	Tasks	40
	Assessment	15
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *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.*	Language of Evaluation: Greek Students are assessed undertaking a project in teams., in a theme they choose. Evaluation criteria are explained to students in detail by e-class.

Suggested Bibliography

1. Evertson, C., Emmer, Ed., Clements, B., Worsham, M. (2013). *Classroom Management for Elementary Teachers*. (9th ed.) Boston: Pearson.
2. Kanakis, I. (2001). *The organization of teaching-learning with working groups. Theoretical foundation and practical application.* Athens: Typothito / Dardanos. (in Greek)
3. Karantzis, I. (2018). *Focusing on Educational Practices*. Patras: Gotsis. (in Greek)
4. Koliadis, Em. (2005). *Learning Theories and Educational Practice.* (in Greek)
5. Koliadis, Em. (2006). *Learning Theories and Educational Practice. Socio-cognitive Theories*. Athens: author. (in Greek)
6. Koliadis, Em. (2007). *Learning Theories and Educational Practice. Cognitive Theories*. Athens: Author. (in Greek)
7. Kordaki, M., Manesis, N., Darandoumis, Th. (2019). (eds.) *Learn Digitally…Play Cooperatively.* Athens: Grigoris (in Greek).
8. Matsaggouras, H. (2005). *Theory and Practice of Teaching. The school classroom*. Athens: Grigoris Publications. (in Greek)
9. Molnar, A. & Lindquist, B. (1998). Problems of school behaviour: ecosystemic approach (A. Kalantzi-Azizi, Ed.). Athens: Ellinica Grammata. (in Greek)
10. Slavin, R. (2007). Educational psychology. Theory and practice (K. Kokkinos, Ed., El. Ekkekaki, transl.). Athens: Metechmio. (in Greek)

- Related academic journals:
- Selected journal articles and publications communicated during the course.

COURSE ESW_228

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF COURSE	Undergraduate

COURSE CODE	ESW_228 PED_224	**SEMESTER**	**4**th

COURSE TITLE	**MODERN GREEK LANGUAGE: SYNTAX AND VOCABULARY**

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Field of Science / Special background (Optional)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/modules/document/?course=PDE1335

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* *• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* *• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* *• Guidelines for writing Learning Outcomes*
Upon completion of the course, the students are expected to analyze the structure and the functions of the Standard Modern Greek system in the field of syntax and vocabulary at a higher (linguistic) level than the secondary education and to apply this knowledge to the language lesson at the elementary school (teaching of grammar within the framework of the genre-based approach).
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*
Search for, analysis and synthesis of data and information, with the use of the necessary technology   *Project planning and management* *Adapting to new situations*   *Respect for difference and multiculturalism* *Decision-making*   *Respect for the natural environment*

Working independently *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Showing social, professional and ethical responsibility* *and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*
Search for, analysis and synthesis of data and information, with the use of the necessary technology	

SYLLABUS

According to the modern linguistic theory, the basic phenomena in the field of syntax and vocabulary of the Modern Greek language are described and analyzed (nominal and verbal phrase, dependent and independent clauses, syntactic transformations, functions of adverbs and prepositions, synonymy, antonymy, learned elements, social and geographical dialects, loans etc.) with an emphasis on elementary school teaching (genre-based approach).

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures face to face, active discussions, laboratory exercises	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Linking to specialised websites E-class material	
TEACHING METHODS *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.*	**Activity**	**Semester Workload**
	Lectures and active discussions (3 conduct hours per week x 13 weeks)	39
	Laboratory exercises	3
	Preparation of home works	39
	Private study	22
	Study of bibliography	22
	Course total	*125*
STUDENT PERFORMANCE EVALUATION *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.*	Students are assessed by written work or oral presentation. They have the possibility to improve the final version of their work by submitting a draft version (according specific instructions accessible through e-class) for comments and corrections. Assessment criteria are accessible through e-class. Student assessment language: Greek.	

ATTACHED BIBLIOGRAPHY

[on-line access]

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

Lexiko tis koinis neoellinikis (1998), Aristoteleio Panepistimio Thessalonikis, Institouto Neoellinikon Spoudon, www.komvos.edu.gr/dictionaries.

[printed books]

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

Iordanídou A. (ed.) (2005), *Odigos tis neoellinikis glossas*, B tomos, Athina, Pataki.

Triantafyllidis M., *Neoelliniki grammatiki* (1941) me diorthóseis, Thessaloníki, A.P.TH., 1978.

COURSE ESW_229

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF COURSE	UNDERGRADUATE

COURSE CODE	ESW_229 PED_230	**SEMESTER OF STUDIES**	4th
COURSE TITLE	DRAMA IN EDUCATION. TECHNIQUES OF THEATRE IN EDUCATION		

INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Lectures, seminars and laboratory work	3	5

COURSE TYPE	COURSE CHOICE Field of Science Drama in education, Knowledge, Skills Development, Changes in Attitudes
PREREQUISITE COURSES:	There are not
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (English and Bulgarian)
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1464/

LEARNING OUTCOMES

Leraning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* *• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* *• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *• Guidelines for writing Learning Outcomes*
Students – after completing the courses – are supposed to be able to: 1. Describe, distinguish and compare basic senses related to drama in education, performance and ancient drama 2. Use sufficiently their physical means / body of expression and speech 3. Collect, organize, analyze and come up with ideas about a performance creation of a new product of art as a didactic and pedagogical intervention in school. 4. Create a lesson plan or a program in a interdisciplinary way for implementation& development using drama and performance as basic tool
General Abilities *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…*
	……

1. Basic knowledge about the importance of theatre, performance and ancient drama as an educational tool for the development of child within the framework of primary education.
2. Development of expressive skills through activities, games, drama for development aesthetic, cognitive, physical, emotional and creative level of child
3. Ability to cooperate and work in group and basic knowledge in encouragement of a group using drama and performance
4. Ability to exercise prolific criticism and self-criticism
5. Promoting creativity, imagination and inductive reasoning.
6. Ability to apply knowledge to practice.

COURSE CONTENT

The subject evolves in the following Chapters:
Ch. 1: History of theater
Ch. 2: Dithyramb. Arion, Thespis: Ancient Greek Drama. Lyrical and selective element. 1. Structure of Tragedy. Elements of the myth that give drama. Choros. Costumes. Masks. Machines. The great tragic poets: Aeschylus, Sophocles Euripides. 2. Comedy: Ancient Attica Comedy. Middle Attic Comedy, New Comedy. Aristophanes
Ch. 3: The architecture of the Ancient Greek Theater. The theater of Epidaurus. The six ancient theaters of Aitoloakarnania: Stratou, Oiniad, Kalydonas, Plevronas, Makinia, Amphilochikos Argos.
Ch. 4: The Roman Patras' Odeon.
Ch. 5: The orientations on the study of the performance of Ancient Greek Drama at school are a profoundly masterful educational and political act. An overview of ancient Greek tragedies, comedies and satirical drama. Distinction between description and narrative.
Ch. 6: The example Antigone tragedy, of Sophocles is a basis for the application and study of the theatrical practices and theories in education. The plot of Antigone, the myth and the House of Lavdakides. The position of woman in ancient Greece.
Ch. 7: The exploration of dramatic characters of Antigone through the techniques of theater in education: Image Theater / Image theatre still image, Still image, Forum theater of Augusto Boal, Unfinished materials. Objects of character, Hot Seating, Role on the wall, Flashback, Flash forward, Role-playing games (The role-playing teacher, brainstorming, etc.).
Ch. 8: Exercises of voice improvement
Ch. 9: Rhythmical and movement characteristics of chorus ancient tragedy.
Ch. 10: Ch. Analysis of way and technique aesthetical and dramaturgical interpretation.
Cr 11 Principles of synthesis and directing. (Stanislavski, Brecht, Godowsky)
Ch 12: Creative writing up on the myth of Antigone
Ch 13: Performance Antigone: prompting of public character interaction – performances in sights of social, political, cultural, architectural and archaeological significance.
Ch 14. Ability to apply knowledge to practice: creative a pedagogical theatre program based on Antigone of Sophocles.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD.	Lectures, seminars and laboratory work face to face.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	*SYNTHETIC ORGANIC CHEMISTRY* Use of Information and Communication Technologies (ICT) (eg powerpoint, video) in teaching.

TEACHING ORGANIZATION

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.

Activity	Semester Workload
Lectures	25
Laboratory: creative work on the techniques of theatrical practices / technical exercises on ancient	14

	greek drama/tragedy of Antigone Sophocles	
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.	Hours for private study of the students and preparation of choreography -works	74
	Tutorial	3
	Preparation Performance Antigone: prompting of public character interaction – performance in sights of social, political, cultural, architectural and archaeological significance spaces.	6
	Evaluation	3
	Total number of hours	***125***

STUDENT ASSESSEMNT	
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.*	1. Active participation in course of development of body and speech expressive skills through activities, exercises and games 2. Observance work folder and work dairy/ reports following the completion of each laboratory creative work 3. Preparation and participation in Performance Antigone: prompting of public character interaction – performances in sights of social, political, cultural, architectural and archaeological significance spaces 4. Written examination after the end of the semester

RECOMMENDED LITERATURE

Αυγητίδου Α., Βαμβακίδου *Performance V.1: Επιτελεστικές πρακτικές στην τέχνη και δράσεις in situ*, εκδ. Ίων, Αθήνα.

Γαλάνη Μ. (2010), *Δημιουργική μέθοδος θεατρικού παιχνιδιού*, εκδ. Έλλην, Αθήνα.

Greig N., (2007), *Θεατρική γραφή, ένας πρακτικός οδηγός*, εκδ. U. Studio Press, Θεσσαλονίκη

Καραμήτρου Κ. *Θέατρο θεωρία και πράξη – θεατρικό παιχνίδι*, Παπαζήσης, Αθήνα.

Pavis P., *Λεξικό του θεάτρου*, Gutenberg, Αθήνα.

Σοφοκλής (2006) *Αντιγόνη* μτφ Παναγιωτόπουλος Ν., η Νέα Σκηνή – Θέατρο οδού Κυκλάδων

Schechner R., (2011), Η *Θεωρία της επιτέλεσης,* εκδ ΤΕΛΕΘΡΙΟ Αθήνα

Τζελέπη Ε., (επιμ) (2014) *Αντινομίες της Αντιγόνης : Κριτικές θεωρήσεις του πολιτικού* εκδ Εκκρεμές

COURSE ESW_230

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF COURSE	UNDERGRADUATE
COURSE CODE	ESW_230 **SEMESTER OF STUDIES** 4th
COURSE TITLE	HISTORY OF ART

INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES + (OPTIONAL) STUDENT'S EXERCISES	3	5

COURSE TYPE	Scientific Knowledge Discipline
PREREQUISITE COURSES:	----------------------
TEACHING AND ASSESSMENT LANGUAGE:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	no
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1474

LEARNING OUTCOMES

Leraning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
  • *• Guidelines for writing Learning Outcomes*

The aim of the course is to acquaint the students with the use of new technologies, the morphological elements and the hidden structure of European and Greek visual works of art, with emphasis on the paintings.

Upon completion of the course students will be able to:

• locate and use specialized software and electronic libraries of works of art to analyze works of art

• describe and perform content analysis of works of art with the Panofsky method

• identify and analyze the hidden geometric structure and the hidden axes of works of art

• categorize works of art and associate them with specific art movements

• compare European and Greek works of art with children's works of art

• determine works of art analysis concepts to design - evaluate educational programs

• compose didactic scripts inspired by the content of works of art

General Abilities

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

- Autonomous Work
- Teamwork
- Search, analysis and synthesis of data and information using the necessary technologies
- Promoting free, creative and inductive thinking

COURSE CONTENT

Unit 1. Thematic analysis of works of art with the Panofsky method

Unit 2. Study of the undercover structure of European and Greek works of art using specialized software (Avakio) and specialized websites

Unit 3. Presentation of the morphological elements that constitute the visible part of the work of art and in-depth analysis (hidden forms and axes)

Unit 4. Design and creation of paintings by students using specialized software and specialized websites

Unit 5. Creation of a personal art library

Unit 6. Comparison of structure and morphological elements of European and Greek paintings with children's paintings

Unit 7. Social - emotional analysis and screenwriting based on the thematic content of the artwork

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIE	Internet use. Course presentations with PowerPoint slides. Utilization of suitable websites. Utilization of Avakio platform Learning process support through the electronic platform e-class.

TEACHING ORGANIZATION *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.*	*Teaching Method*	*Semester Workload*
	Lectures	19
	Laboratory practice, demonstration, discussion	20
	Individual and / or group work using technologies	39
	Individual work	14
	Autonomous study	30
	Evaluation	3
	Total number of hours for the Course	*125*

STUDENT ASSESSMENT *Description of the evaluation procedure*	Language of assessment Greek Assessment: 1. Individual and / or group work using technologies (70% of the final grade).

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	2. Oral final examination (30% of the final grade).
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

RECOMMENDED LITERATURE

Αραπάκη, Ξ. (2013). *Η Διδακτική των εικαστικών τεχνών*, Ίων, Αθήνα.

Αραπάκη, Ξ. (Επιστημονική σύμβουλος) (2002). *Η ζωγραφική από τον 19ο στον 20ο αιώνα –*

Μικρόκοσμοι Αβακίου. Ινστιτούτο Τεχνολογίας Υπολογιστών.

Bouleau, C. (2002). *Η κρυφή γεωμετρία των ζωγράφων*. Ένωση Καθ. Καλλιτεχνικών Μαθημάτων.

Jansen, H.-W. & Jansen, A. (2010). *Ιστορία της Τέχνης*. Ίων, Αθήνα

Gombrich, E.H. (1998). *Το χρονικό της τέχνης*. Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.

Gombrich, E.H. (1999). *Σκιαί ερριμμέναι. Η απόδοση της σκιάς στη δυτική τέχνη*. Εκδόσεις Άγρα.

Kandinsky, W. (1981). *Για το πνευματικό στην τέχνη*. Εκδόσεις Νεφέλη.

Matisse, H. (1999). *Γραπτά και ρήσεις για την τέχνη*. Εκδόσεις Νεφέλη.

COURSE ESW_231

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate

COURSE CODE	**ESW_231**	**SEMESTER**	**4th**

COURSE TITLE	Psychopathology of Children And Adolescents

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures & Laboratory Exercises	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	School Psychology I, School Counseling, Developmental Psychology I, Developmental Psychology II
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1323

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

Upon completion of the course, students will be able to:
- recognize basic problems and difficulties in behavior and learning, such as ADHD, Learning Disabilities, Oppositional Defiant Disorder,Conduct Disorder, School Violence, Autistic Spectrum Disorders, Grief and Loss of Beloved Persons;
- recognize, evaluate and intervene in the aforementioned instances of behavioral and learning problems

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*	*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*

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...*
	....

Specialized knowledge on Learning and Behavioral problems

SYLLABUS

The course is modular and divided into multiple modules with each module addressing a specific category of Special Educational Needs and other related problems that teachers area asked to manage daily in the schools:

- Learning Difficulties: Characteristics, Diagnosis, Assessment, Intervention
- Attention Deficit Disorder - Hyperactivity Disorder
- School Violence – Bullying
- Oppositional Defiant Disorder – Conduct Disorder
- Autistic Spectrum Disorders
- Grief and Loss of beloved persons.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures and Laboratory exercises
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Powerpoint presentations and eclass exercises
TEACHING METHODS *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*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><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>Course total</td><td>*125*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *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.*	Laboratory exercises Final written exam with multiple choice questions

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Kakouros, E., & Maniadaki, K. (2006). *Psychopathology of children and adolescents* (in Greek).
Wenar, C., & Kerig, P. (2008). *Developmental Psychopathology* (in Greek).
- Related academic journals:
Journal of School Psychology
Psychology in the Schools
School Psychology International
Journal of Learning Disabilities

British Journal of Learning Disabilities
Journal of Educational Psychology
British Journal of Educational Psychology
Journal of Emotional and Behavioral Disorders

COURSE ESW_232

GENERALLY

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ESW_232**	**ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ**	D
COURSE TITLE	**CHEMISTRY**		

INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**CREDITS**
Lectures, laboratory exercises	3	5

COURSE TYPE	Optional: Of background, of scientific area, of skills development
COURSE PREREQUISITES:	NO
TEACHING AND EXAM LANGUAGE:	Greek
OFFERED TO ERASMUS STUDENTS	NO
COURSE URL	

LEARNING RESULTS

The main objective of the course is the development of basic knowledge of chemistry in topics that concern primary education, the development of critical thinking, as well as the understanding and ability to interpret basic phenomena related to everyday life in a way that sets the foundations, so that the student will be able to transform this scientific knowledge into a school one.
Upon successful completion of the course:

At the level of Knowledge, students should be able to:
- describe the basic concepts of the science of Chemistry that are related to both everyday life and the corresponding concepts taught in Primary Education
- Recognize situations and phenomena that are usually encountered in familiar everyday situations and understand their relationship (that happens in the real world - macrocosm) with the situations and processes that occur in the microcosm.
- Get to know and classify students' ideas about specific concepts and phenomena

At the level of skills, students should be able to:
- Promote critical and creative thinking with the organization of the lesson based on the understanding of situations and phenomena of everyday life and by relating situations of the macrocosm and the microcosm
- Apply the scientific methodology in order to achieve understanding, gaining first the ability to describe and then the ability to analyze phenomena.
- analyze the process of approaching and interpreting both the physical and chemical phenomena that usually concern everyday life and Primary Education, working at both macroscopic and microscopic levels, in a way that allow them to develop didactic transformations

At the level of capabilities, for students to be able to:
- Create and / or reconstruct appropriate educational material for their teaching needs and to organize it based on the specific concepts and phenomena that they will teach. For this they will follow various teaching models so that they can effectively transmit the specific knowledge related to chemical phenomena of everyday life and primary education (to students of primary education) but also to use them for professional and / or personal development.

• Support the importance of the above knowledge / skills and abilities for a better and more complete view of our world and their importance of their role as teachers of Primary Education.	
	General abilities

• Adaptation to new situations
• Autonomous work
•   Teamwork
• Respect for the natural environment
• Search, analysis and synthesis of data and information, using the necessary technologies
• Exercise criticism and self-criticism
  • Promoting free, creative and inductive thinking

SYLLABUS

The content of the course is based mainly on the topics of Chemistry that are discussed in primary education based on the curriculum, but also on everyday life as it is formed in the general context of science and that allows the development of a chemical literacy. Basic concepts related to Chemistry are first analyzed, such as matter, material, object, substance, element and compound, and then the course of forming matter is studied, starting from the simplest structural units and ending with more complex ones. The content of the course is as follows:

- Introductory concepts and chemical literacy
- Basic concepts in Chemistry I.
- Basic concepts in Chemistry II
- The structural characteristics of matter
- Classification of elements and the concept of chemical bond
- Chemical bond and intermolecular forces
- Chemical compounds
- Natural phenomena I.
- Natural phenomena II
- Chemical phenomena
- An important chemical substance
- Aqueous solutions
- Acid base and salt solutions

TEACHING AND LEARNING METHODS-ASSESSMENT

COURSE DELIVERY MODE.	In class, conducting activities and experiments In class, and in the corresponding lab
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Use of PowerPoint slides, videos, activities, experiments, e-mail. • Utilization of appropriate websites. • Support of the learning process through the electronic platform e-class. Supplementary specialized closed and open type educational software (from the internet)

ORGANIZATION OF TEACHING SESSIONS		
	Activities	**Semester work load**
	Lectures	39
	Coaching classes	12
	Laboratory activities	
	Study and analysis of literature	28
	Autonomous studying	43
	Assessment	3
	Course total hours (125 hours of workload per credit)	**125**

STUDENT ASSESSMENT	Formative evaluation Language: Greek Mid-term examination (40%) Written final exam (60%) Includes: Open ended questions, Multiple Choice, Matching, or True / False Questions related to Concepts Taught or to Everyday Situations Evaluation criteria: Correctness and completeness of the answers. Clarity and consistency in argumentation, interpretation and justification.

ATTACHED BIBLIOGRAPHY

- -Παπαγεωργίου Γ. (2009). *Χημεία για εκπαιδευτικούς πρωτοβάθμιας εκπαίδευσης. Εκδόσεις Ζήτη, Θεσσαλονίκη.*
- *Darrell Ebbing, Steven Gammon (2014) ΣΥΓΧΡΟΝΗ ΓΕΝΙΚΗ ΧΗΜΕΙΑ (10η Διεθνής Έκδοση). Εκδόσεις ΤΡΑΥΛΟΣ & ΣΙΑ ΟΕ*
- *Ακρίβος, Π. (2012) Στοιχεία διδασκαλίας της Χημείας. Εκδόσεις Ζήτη, Θεσσαλονίκη.*

Additional suggested bibliography
- *Tsipis, K. (1996) Chemistry - Atoms and molecules, Ziti Publications, Thessaloniki.*
- *Tsipis, K. (1997) Chemistry - States of Matter, Ziti Publications, Thessaloniki.*
- *Chang, R. (2010). Chemistry (10th ed., Spanish). New York: McGraw-Hill.*
- *Kotz, J. C., Treichel, P. M., & Townsend, J. (2011). Chemistry and chemical reactivity (7th ed.). Belmont, CA: Brooks / Cole.*
- *Moore, J.W., Stanitski, C.L., Wood, J.L., Kotz, J.C. and Joesten, M.D. (1998) The Chemical World. Concepts and Applications, 2nd Ed., Saunders College Publishing. U.S.A.*

Internet sources
- *Class lectures*
- *Papageorgiou G. (2009). Chemistry for primary school teachers. Ziti Publications, Thessaloniki.*
- *Darrell Ebbing, Steven Gammon (2014) CONTEMPORARY GENERAL CHEMISTRY (10th International Edition). TRAVLOS & CO OE Publications*
- *Akrivos, P. (2012) Elements of teaching Chemistry. Ziti Publications, Thessaloniki.*

COURSE ESW_233

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	undergraduate

COURSE CODE	ESW_233	**SEMESTER**	4th

COURSE TITLE	Biology

INDEPENDENT TEACHING ACTIVITIES 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	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/BIO359/

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon completion, students are expected to recognize and describe: *• the basic concepts and perspectives in Biology* *• main applications and targets of current research in Biology* *• key technologies used in Biology* *Focus is given on bioethical issues that arise from the applications of Molecular Biology and of Biotechnology.*

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

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

Team work Criticism and self-criticism Respect for difference and multiculturalism

Respect for the natural environment
Production of free, creative and inductive thinking

SYLLABUS

The course develops along the following sections:
• Introduction to Life Sciences
• DNA: The molecule of life
• Cell: the basic unit of life
• Chromosomes and heredity
• Basic concepts of development and reproduction
• Energy and life
• Evolution
• Biodiversity and ecology
• Microorganisms, viruses and human diseases
• Syem Cells
• Bioethics

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Lectures in the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Use of interactive and multimedia tools. Use of e-class environment.
TEACHING METHODS 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	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>36h</td></tr><tr><td>Team project</td><td>20h</td></tr><tr><td>Individual work (preparation for lab work, lab reports, general preparation)</td><td>66h</td></tr><tr><td>Examinations</td><td>3h</td></tr><tr><td>**Course total**</td><td>*125h*</td></tr></table>
STUDENT PERFORMANCE EVALUATION 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.	The course is assessed: I. by written exams in Greek (or in English for non-Greek speaking students) that involves, multiple choice questions, right/wrong choices, "fill in" questions, free style questions and short problem-solving questions. II. If chosen: written exams as above (70%), Team project (30%).

ATTACHED BIBLIOGRAPHY

1. *3rd year Lyceum Biology handbook http://ebooks.edu.gr/.*
2. *CAMPBELL NEIL A. REECE JANE B. BIOLOGY, VOLUME I 2015.*
3. *SIMON ERIC J. BIOLOGY: Basic concepts 2016.*
-Relevant scientific journals:
Nature (Nature Publishing Group)
PLoS Biology (Public Library of Science)

COURSE OUTLINE ESW_234

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ESW_234 SEMESTER 4th
COURSE TITLE	English IV

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Foreign Language
PREREQUISITE COURSES:	There are no prerequisites for the course. However, good knowledge of English is recommended towards students' successful completion of the course (C1, C2 level). Attendance and participation are highly encouraged.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
WEBSITE:	https://eclass.upatras.gr/courses/PDE1388/

(2) LEARNING OUTCOMES & GENERAL COMPETENCES

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

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

The aim of this course is to familiarize students with the English language and literature of different periods, including the Middle Ages, the Renaissance, the Age of Reason and the Romantic period.

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

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

By the end of this course the students will have:

- Become familiar with different periods of English literature
- Improved their understanding of literary terms and genres
- Organize how to comprehend and analyze authentic material, with teaching focused on the different periods of the English language
- Expanded /enriched their Vocabulary
- Improved all four language skills – reading, listening, speaking, and writing to an advanced level.
- Developed production skills and understanding of written and spoken language
- Become familiar with conventions for writing about literature.

(3) SYLLABUS

Literature and its genres: focus on the language of the different periods and genres
Active reading and literary interpretation
Approaches to interpreting literature
Analysis and interpretation of selected poems, excerpts from Shakespeare's plays, essays, and short novels.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, and in communication with the students (e-class). Support Learning through the e-class platform

TEACHING METHODS *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*		
	Activity	*Semester workload*
	Lectures	39
	Study and analysis of bibliography	56
	Essay writing	30
	Course total	125

STUDENT PERFORMANCE EVALUATION *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.*	*The study material, assessment method of the course and other relevant material are available in the e-class .* The evaluation criteria are explicitly mentioned in the e-class of the course: https://eclass.upatras.gr/courses/PDE1371/ **Assessment** Students are expected to write an essay in consultation with the instructor in which they write about a work of literature they choose from a selection provided by the instructor. The final grade for the course will be based 80% on the written essay and 20% on its oral presentation to the class. There will not be a final exam. To be exempted from the written essay and receive a passing grade, students should submit

	a copy of their Language Certificate
	Level C1, Advanced, grade 6
	Level C2, Proficiency, grade 7
	The Writing task is evaluated according to the following criteria:
	Task response: ability to use the language for discussing literature.
	Coherence and Cohesion: writing organization and its logical sequence.
	Lexical resource: the use of a wide range of relevant vocabulary in a natural way.
	Grammatical range and accuracy: the use of grammatically correct and complex structures.
	Participation and attendance (+10% of the overall assessment)
	All material and suggested bibliography are uploaded online **(e-class).**

(5) ATTACHED BIBLIOGRAPHY

The Norton Anthology of Poetry. 3rd edition by Alexander Allison et al. W.W.Norton & Company New York-London 1983

The Story of our Language by Henry Alexander, revised edition ed. Doubleday and Company, Inc. Garden City, New York, 1969

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, 4th ed. 2009

COURSE OUTLINE ESW_235

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF COURSE	UNDERGRADUATE
COURSE CODE	ESW_235 **SEMESTER OF STUDIES** 4th
COURSE TITLE	French IV

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures and language practice exercises (laboratory practice)	3	3

COURSE TYPE	Teaching French for Specific Purposes (specialised general knowledge), Academic skills development
PREREQUISITE COURSES:	There are no prerequisites for the course. However, good knowledge of French is recommended towards students' successful completion of the course (B1/B2 level).
TEACHING AND ASSESSMENT LANGUAGE:	French
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/FLU127/

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*

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.

Learning outcomes

At the end of the course students will be able to:

1. organize the speaking way in French language.
2. use meanings in topics in Humanities, and analyze the language used in the field.
3. manage texts in the field of Humanities, having acquired several skills.
4. interact with others in the field of the Humanities.

General Abilities
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 will have developed the following skills (general abilities):
1. organize the speaking way of the studied terms, concepts, theories, and applications which are related to Pedagogy and Social Sciences.
2. Study skills needed for continuing academic and professional development related to French as a Foreign Language and French for General Academic and Specific.
3. interact with others on humanities or of interdisciplinary nature issues.

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

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

3. COURSE CONTENT

The course covers the following topics:
1. Français Académique : Révision des verbes académiques fréquemment utilisés, noms, adjectifs, et adverbes.
2. Verbes de reportage et de référence
3. Sources
4. Systèmes de référence
5. Écrire un rapport : français académique et français des affaires sociales
6. Lire et travailler sur des articles scientifiques

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD *Face-to-face, Distance learning, etc*	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Use of the e-class learning platform (laboratory education and communication)	
TEACHING ORGANIZATION *The manner and methods of teaching are described in detail.* *Lectures, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Teaching Method*	*Semester Workload*
	Lectures + and language practice	39
	Homework preparation	83
	Final exam	3
	Course total	125
STUDENT ASSESSMENT *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choicequestionnaires, 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.*	The language of evaluation is French. The evaluation includes: • Final written exam (task-based exam) – 80% • Written report and short assignments (10%) • Attendance and participation (10%) The evaluation criteria are explicitly mentioned in the course syllabus handout distributed to students	

	and uploaded in the e-class platform (URL of the course – see above).

5. RECOMMENDED LITERATURE

1. Entre nous 2 Éditions Maison des langues ISBN : 978-84-8443-927-1
2. Pluri Dictionnaire Larousse (2016)
3. Instractor's notes.

COURSE OUTLINE ESW_237

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ESW_237 SEMESTER 4
COURSE TITLE	Russian IV

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
The course is being taught as a laboratory class. The analysis of the language structure and function is materialized via the experiential learning and the active participation of the students.	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Foreign language
PREREQUISITE COURSES:	The students who choose RUSSIAN IV must have attended RUSSIAN I, RUSSIAN II and RUSSIAN III.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	**Russian**
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
In **Russian IV** the course includes: • Affirmative and negative form, compound sentence with relative pronoun, irregular verbs, demonstrative pronouns, perfect and imperfect state verbs.   Students are expected to develop: • basic vocabulary   • language communication skills along with exercising grammatical and syntactic strictures.

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

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

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

Correct pronunciation and intonation.

3. SYLLABUS

- Grammatical and syntactic phenomena. - Speaking and writing. - Vocabulary enrichment.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (in class)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	e-mail e-class
TEACHING METHODS *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*	<table><tr><td>**Activity**</td><td>**Semester workload**</td></tr><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></table>

STUDENT PERFORMANCE EVALUATION
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.
	Assessment language is Russian.
	
	The evaluation is based on:
	 Final Exam (50%)
	  Written project (10%)
	  Attendance (40%)

5. RECOMMENDED BIBLIOGRAPHY

1. РУССКИЙ ЯЗЫК ДЛЯ ВСЕХ.Под редакцией В.Г.Костомарова
2. РУССКИЙ ЯЗЫК. ПРАКТИЧЕСКИЙ КУРС. Л.С.Журавлёва
3. ПОЕХАЛИ.Ст.Чернышов
4. ΓΡΑΜΜΑΤΙΚΑ ΣΧΟΛΙΑ.ΣΗΜΕΙΩΣΕΙΣ Π.ΙΩΑΝΝΙΔΟΥ