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: SOCIAL WORK

COURSE ESW_242

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW_242	**SEMESTER**	4
COURSE TITLE	**FAMILY COUNSELLING IN THE CONTEXT OF SOCIAL WORK**

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	6

COURSE TYPE	GENERAL BACKGROUND
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (TO GREEK SPEAKERS)
COURSE WEBSITE (URL)	HAS BEEN CREATED

LEARNING OUTCOMES

The main purpose of the course is to acquire the knowledge and skills necessary for the application of counselling in social work with a special focus on family counselling. Examples of social work interventions that focus on the "here and now" are presented, discussed and analysed, attempting to link theory and practice in the context of applied social science in social work.

Upon successful completion of the course, students will be able to:
- Discuss the concept, types and content of family counselling as a specialized methodological approach.
- Recognize the contribution of social work in supporting families facing complex problems.
- Identify acquired skills in counselling and interviewing techniques as well as techniques focused on family counselling in different social work contexts
- Develop the approaches to family counselling in social work

General Competences
- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Group work
- Respect for diversity
- Exercise of criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Recognition and critical investigation of social issues
- Cultivating critical thinking

SYLLABUS

1. New family types (divorced, single parent, reconstituted, LGBTI families)
2. Counselling in social work

3. Family counselling in social work
4. The importance of communication in counselling in social work
5. Approaches to counselling in social work
6. Contemporary forms and needs of the family
7. Types of family counselling
8. The interview in family counselling
9. Summary of theories of family counselling
10. Techniques of counselling in social work
11. Family counselling techniques in social work
12. Counselling of women (feminist movement) and abused mothers with their children (information and awareness of the existence of relevant services (shelters for abused women)
13. The phenomenon of domestic violence and abuse of children and adolescents in the family - Children and adolescents by order of the public prosecutor
14. Differences between parental counselling and counselling of children and adolescents
15. The psychosocial impact of the economic crisis on the family (unemployed parents, low-income parents)
16. The impact of the Covid-19 pandemic on the mental health of children, adolescents and their families
17. Psychosocial needs of migrant and refugee families
18. Counselling practice for migrant and refugee families
19. Counselling for coping with bereavement/loss
20. Holistic family counselling model
21. Clinical examples and presentation of cases of counselling families in crisis

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of computer and projector Slides and video projection Support of the learning process through the e-class platform

TEACHING METHODS *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
	Case Analysis	26
	Analysis of audiovisual material	25
	Study and analysis of literature	25
	Independent study	10
	Total Course	*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.* | A written final examination including: - Multiple-choice questions - Critical case/theory analysis - Comparative evaluation of theory elements |

ATTACHED BIBLIOGRAPHY

1. Athanasiadou, H, (ed.), (2020), Counselling psychology: Research and applications, Athens.
2. Asimopoulos, H. & Martinaki, S. (Eds.) (2017).Social work with families. Athens: Veta.
3. Asimopoulos, H. (2014).The role of Social Work in the context of the interdisciplinary approach to child and adolescent mental health, in Papadimitriou, G. (ed.), The contribution of social work in psychiatric therapeutics. Athens: Parisianos.
4. Asimopoulos, Ch.,Margaritidou, M., Mavromati, A., Paraschaki, M. E. & Psara, I. (2009).Children with disabilities in institutions in Greece: The phenomenon of institutional neglect and abuse. Social Work, 94: 105-121.
5. Asimopoulos, C. (2014). Bullying in school, mental health and Social Work: when hopes are lost and education collapses. Social Work, 113.
6. Vassilopoulos, S, (2021), 10+1 Effective techniques for counsellors, Athens. Gutenberg
7. Vergeti, A, (2009), Social work with families in crisis, Athens: Topos
8. Kandylaki, A, (2008), Counselling in social work: skills and techniques, Athens: Topos.
9. Kataki, H, (2009), The three identities of the Greek family, 12th edition, Athens, Athens: Elinika Gramata.
10. Kolaitis, G. & Co. (2020). Synchronic Child and Adolescent Psychiatry, Athens: Veta.
11. Kontopoulou, M. (2007),Child and psychosocial difficulties. Athens: Gutenberg.
12. Koumoula, A. & Sklavou, K. (Eds.) (2013).Abuse: When childhood dreams become nightmares. Athens: Sismanoglio General Hospital.
13. S. Kounenou, K. (2010). Counselling and Family Therapy, Athens: Papazisis
14. Mc Leod J & Mc Leod J, Counselling skills: A practical guide for counsellors and those in the human support professions, (2020), Vassilopoulos S. (2020) (ed.), Athens: Gutenberg.
15. Papageorgiou, V.A. (2001).Children and adolescents: Mental health problems. University Studio Press.
16. Schur, R. & Miller, S. (Eds.) (1997).Psychoanalytic psychotherapy of children with physical handicaps and mental disorders. Athens: Kastaniotis.
17. Tsiantis, G. & Manolopoulos (Eds.) (1987).Contemporary issues in child psychiatry. Athens: Kastaniotis.
18. Tsiantis, I. (Ed.) (2003).Working with parents: Psychoanalytic psychotherapy with children and adolescents. I. "Psychoanalytic Psychology: Kastaniotis.
19. Tsiantis, I. (Ed.) (1995).Basic child psychiatry: Research and clinical texts. Research and clinical studies: Kastaniotis.
20. Tsiantis, I. & Asimopoulos, H. (2009).Child and adolescent mental health: a need for development and not regression, in Sakelis, G. (ed.) Psychiatric reform in Greece, Advocate of the Citizen. Athens: Sakkula
21. Christogiorgos, S. (Ed.) (2005). Themes of psychosocial and psychodynamic child psychiatry. Athens: Kastaniotis.

- Related academic journals:
- Social Work (SKLE)
- Child and Family Social Work
- Children and Schools
- Journal of Social Work in Disability and Rehabilitation
- Journal of Ethnic and Cultural Diversity in Social Work
- Social Work in Mental Health
- Journal of Social Work Practice. Psychotherapeutic Approaches in Health, Welfare and the Community
- Clinical Social Work Journal

COURSE ESW_243

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE		**SEMESTER**	**4**
COURSE TITLE	METHODOLOGICAL APPROACH of SOCIAL WORK WITH GROUPS

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
	3	

COURSE TYPE	Specialized general knowledge
PREREQUISITE COURSES	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (TO GREEK_ SPEAKING)
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*
Upon successful completion of the course, students will be able to: • Develop current knowledge of the usefulness of the small group in the exercise of social work, the dynamics and basic processes of the group.   • Recognize the role of social worker in social work with groups   • Recognize the usefulness of various means of expression and communication in the effort to diagnose and interfere with Social Work with Groups.   • Produce group study and problem analysis skills   • Compose strategies in Social Work with Groups   • Illustrate the role of the social worker in the context of social work with groups
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?	
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?	*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…*

- Teamwork
- Decision making
- Adapt to new situations

SYLLABUS

- Concept, features, group types, group utility.
- Treatment group design methodology
- Research data on the effectiveness of the groups
- Purposeful purposes through Social Work with Groups
- Team Dynamics: Interactions, Communication, Structure, Relationships, Roles, and Group Memberships
- Group Basic Procedures: Conflict Resolution. Decision making.
- The role and position of the social worker within the group
- Team development stages and the healer's roles: Planning and preparation for group work, initial stage, intermediate stage, end of group stage
- Intervention models in social work with groups.
- Learning and using means of expression and communication for diagnosis and intervention in social work with groups.
- Group interventions in different populations.
- Diagnostic tools in group counseling

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY *Face-to-face, Distance learning, etc*	In classroom, face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	- Use of video projector and PowerPoint presentations. - View video - Support learning through the electronic e-class platform.	
TEACHING METHODS *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*	*Activity*	*Semester workload*
	Lectures	30
	Role Plays	25
	Individual exercises	20
	Experiential group exercises	20
	Self- study	30
	Course total	**125**

STUDENT PERFORMANCE EVALUATION	Written final exam including:
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.*	Multiple choice questions • Short answer questions development questions problem solving

ATTACHED BIBLIOGRAPHY

- **Suggested bibliography:**
- *International Bibliography*
- Anderson, J. (1997). *Social work with Groups: A process model.* New York: Longman.
- Jacobs, E., Masson, R. & Harvill, R. (2002). *Group counseling strategies and skills.* Pacific Grove, CA: Brooks/Cole.
- Schulman, L. (1999). *The skills of helping: Individuals, families, groups and communities* (4th ed.). Itasca IL: Peacock.
- Toseland, R. W. & Rivas, R. F. (1998). An *introduction to group work practice* (3rd ed.). Boston: Allyn & Bacon.
- Zastrow, C. (2001). *Social work with groups* (5th ed.). Pacific Grove, CA: Brooks/Cole. University, UK.
- *Greek Bibliography*
- Archontakis, Z. & Philippou,. (2003). 205 experiential exercises for animating groups of psychotherapy - social work - education. Athens: Kastaniotis.
- Karatzola, N. et al. (2006). Experiential group and personal development activities. Athens: Zero Ten (010), in Greek.
- Kastoriadou-Papadopoulou, Ch. (1993). Social Work with Groups. Athens: Editions ELLIN.
- Katsoridou-Papadopoulou, Ch. (2002). Social work with groups. Athens: Editions ELLIN.
- Navridis, KG (2005). Psychology of the groups: Clinical psychodynamic approach. Athens: Papazisis (in Greek).
- Poulopoulos, Ch. & Tsimpoulis, A. (2014). Group dynamics and change in organizations. Athens: Topos (in Greek).
- Douglas, T. (1997). Survival in groups: Basic principles of group membership. Thessaloniki: Ellinika Grammata (in Greek).
- Farhad, D. (2007). Group analysis after S.H. Foulkes: Let's (again) talk seriously about the team. Athens: Editions Kanaki (in Greek).
- Jaques, D. (2001). Group Learning: Manual for those co-ordinating groups of adult learners. Athens: Metexchmio (in Greek).
- Rogers, C. (1991). Meeting groups: Self-awareness - group psychology - communication. Athens: Diodos (in Greek).
- Yalom, I. (2007). Intra-hospital group psychotherapy. Athens: Agra (in Greek).
- Yalom, I. & Leszcz, M. (2009). Theory and practice of group psychotherapy. Athens: Agra (in Greek).
- **Related scientific journals:**
(1) Social Work (in Greek)
(2) Clinical Social Work Journal
(3) Psychoanalytic Social Work
(4) Social Work with Groups
(5) International Journal of Group Psychotherapy
(6) Journal of Psychodrama, Sociometry, and Group Psychotherapy
(7) Group Dynamics: Theory, Research, and Practice

COURSE ESW_244

GENERAL

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

COURSE CODE	**ESW_244**	**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;   • 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*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment*

Working independently	Showing social, professional and ethical responsibility
Team work	and 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...
	....

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*		
	Activity	**Semester workload**
	Lectures	33
	Laboratory exercises	6
	Independent study	83
	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.*	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_204

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**
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
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1469/

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 to:

1. Explain the characteristics of multicultural societies, the dimensions of heterosexuality, identity, the process of creating stereotypes, prejudices and racism in society and school.
2. Describe cultural differences and value pluralism, to describe tolerance and acceptance in what is foreign and unknown to them, thereby overcoming ethnocentrism.
3. Construct creatively in their class the concepts of identity, culture, diversity and multiculturalism for the introduction of innovations and the improvement of their teaching.
4. Develop 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. Review in practice to the prevention and prevention of xenophobic and racist perceptions, attitudes and behaviors in the school as well as in the wider social sphere.
6. Recognize the characteristics of minority-ethnic-immigrant groups in the country.

7. 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*
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. 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

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)

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.*	<table><tr><th>Activity</th><th>Semester workload</th></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></table>

Exams	3
Course total	**125**

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	
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.

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,

1. *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*

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 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. • 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*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment

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><td>***Activity***</td><td>***Semester workload***</td></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:

- Analyze the major concepts related to the socialization of the child.
- Compare basic theoretical orientations in reference to identity issues and deviance.
- Describe 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*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*

Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

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

- Basic knowledge 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*	Students are assessed as follows: 1. Written examination after the end of the semester .

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.	

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	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:

- Describe the computer 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.
- 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.
- Discuss 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).

- Clarify and describe 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.
- Clarify and describe appropriate information about the effects of computers on 7th art, music, literature, entertainment, computer games, artificial intelligence, and educational robotics.
- Explain 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*
	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…*
	……

- 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*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>13</td></tr><tr><td>Practice, demonstration, discussion</td><td>26</td></tr><tr><td>Work in groups with technologies</td><td>39</td></tr><tr><td>Autonomous study</td><td>44</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.*	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_247

GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW_247 **SEMESTER** 4
COURSE TITLE	Self-knowledge and professional burnout

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*	GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
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*   • *Guidelines for writing Learning Outcomes*
The purpose of the course is the personal development of the students and their reflection on the burnout syndrome. Consequently, this lesson has two pillars. The first pillar concerns the core of scientific thinking in Social Work. Social Work is centered on man and belongs to the humanities. In this context, it is extremely important for students to develop their personality. By the end of this course the student will be able to: • Develop counseling and support to individuals and groups, keeping distance from the events (therapeutic neutrality)   • Recognize the feelings of their benefactors through the empathic process without getting into their position   • Interpret "signs and symptoms" of behaviors not staying at the surface of events but looking for the underlying social causes of problems by analytical and critical thinking   • Review the subjective criteria that enter into the counseling process as a result of the experiences, social origin, attachment to a particular science school, etc. by reflection and self-criticism   The second pillar of the course is the students' understanding of the burnout syndrome. This syndrome is presented to all human practitioners, such as Social Workers, according to which, according to Maslach (1982), professionals lose interest and positive feelings for the people they serve, they are not satisfied from their work and productivity, and develop a negative image for

themselves. In this sense, the educational objectives for the second pillar of the course consist of the following points:

- Recognize the dimensions of professional burnout
- Distinguish professional anxiety from professional burnout
- Discuss the risk factors of the syndrome, as well as the protective factors
- Identify the precursor signs and symptoms of occupational burnout
- Describe and implement preventive actions
- Design and implement employee support techniques Assess their own situation in relation to the specific risk.

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

- *Working independently*
- *Team work*
- *Decision-making*
- *Working in an interdisciplinary environment*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

Special skills
- *Reflection*
- *Emotional Intelligence*
- *Active hearing*
- *Empathy development*
- *Self-criticism*
- *Observation*

SYLLABUS

The first part of the course related to the development of self-criticism will be more closely related to active learning techniques. In this context, besides enriched suggestions, there will be educational material, which through the dialogue and the group discussion will be elaborated in such a way that the student will gain experience, promote his critical thinking and by the process of self-criticism to be encouraged to express feelings or situations that cause him / her insecure. The content of the course in the dimension of self-criticism will include:
• Editing incidents involving the press and having a strong social dimension
• Roll games
• Simulation of difficult or stressful situations
• Scenario management
• Watching movies and other audio-visual material
• Interviews with people who received social services via skype
• Tasks in subgroups.
It is clear from the above that the character of the course on the first part, which concerns the development of self-criticism, will be experiential.
On the contrary, the educational content of the lesson in relation to the professional burnout will include presentations - lectures on the following topics:
- Conceptual identification of the Syndrome
- Historical review

- Factors contributing to the onset of the Syndrome
- Symptoms of burnout
- Distinction of occupational stress and occupational exhaustion
- Theories of professional burnout
- Prevention and treatment of burnout.

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*	Utilization of Skype for editing interviews with experts 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
Case Analysis	6
Analysis of audiovisual material	6
Study and analysis of literature	35
Independent study	39
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.*	A final examination including: - Multiple-choice questions - Critical case/theory analysis - Comparative evaluation of theory elements

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

-Aventisian-Pagoropoulou, A., Koumpias, E., Yavrimis, P. (2002). Burnout syndrome: teachers' chronic stress and its development into burnout. Mentor, 5, 103-127
- Anagnostopoulos, F. & Papadatou, D. (1992). Factor composition and internal consistency of the Burnout Inventory Questionnaire in a sample of nurses. Psychological Issues, 5 (3), 183-202.
- Argyrakis, P., Kustelios, A., Diggelidis, N., Chronis, S. (2005). Role conflict, role ambiguity and job satisfaction in a sample of employees of the OEOA "ATHENA 2004". Journal of Sport and Leisure Management, 2, 15-29.
- Demopoulou, E., Kazouka, Ir., Argyraki, A. (2010). The structure of employee satisfaction in Greek firms. University of the Aegean, School of Management Sciences, MSc in Business Administration, 142-155.
- Freudenberger, H.J. (1974). staff burnout. journal of social issues, 30, 159-65.

- Freudenberger, H.J., & Richelson, G. (1980). Burn-out: The high cost of high achievement. Garden City, NY: Doubleday.

- González-Morales, M.G., Peiró, M.J., Rodríguez, I., Bliese, D.P. (2012). Perceived collective burnout: a multilevel explanation of burnout. Anxiety, Stress, & Coping: An International Journal, 25 (1), 43-61.

- Green, D.E., Walkey, F.H., Taylor, A.J.W. (1991). The three-factor structure of the Maslach Burnout Inventory, Journal of Social Behavior and Personality, 6, 453- 472.

- Hakanen, J.J., Schaufeli, B.W., Ahola, K. (2008). The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement.Work & Stress, 22 (3), 224-241.

- Thaleritis, C. (n.d.). Burnout syndrome. Self-pub.

- Judge, T.A., & Bono, J.E. (2001). Relationship of Core Self-Evaluations Traits - Self-Esteem, Generalized Self-Efficacy, Locus of Control, and Emotional Stability - With Job Satisfaction and Job Performance: A Meta-Analysis. Journal of Applied Psychology, 86 (1), 80-92.

- *Related academic journals:*
   I.   Social Work. Social Science Review
   II.   European Journal of Social Work
   III. International Social Work
   IV.   The Journal of Social Work

COURSE ESW_248

GENERAL

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

COURSE CODE	ESW_248	**SEMESTER**	4◦

COURSE TITLE	**New Technologies, Internet and Mental Health**

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, 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*	Elective course - Acquiring Knowledge & Developing Skills
PREREQUISITE COURSES:	'Computers in the Laboratory' course
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1608/

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 familiarize students-future social workers with applications of New Technologies and Internet and the way they positively and negatively are related to the mental health of children, adolescents and adults.

After completing the course, students should be able to:

- Describe the basic features and services of Internet
- Identify as digitally capable and active citizens in their personal and professional life.
- Determine the concept of ethics and formulate rules of ethics in the use of new technologies and the internet.
- Explain the negative impacts of digital technology on the workplace, health, the environment.
- Analyze online security issues for children, teens and adults.
- Recognize actions and activities that fall under cybercrime.
- Discuss the dangers and risks of the Internet for children, adolescents and adults.
- Recognize Psychological Risks on the Internet for Children, Adolescents and Adults.

- Discuss and suggest internet safety issues and preventive tools for parents, teachers and students as well as Preventive tools for them.
- Categorize internet addiction types.
- Understand the causes of Internet addiction and recognize symptoms of Internet addiction.
- Discuss Internet addiction and support Internet addiction treatment.
- Describe online tools to support Social Work.
- Review e-health and e-care services and tools.
- Construct Mental Health support tools via the Internet (Synchronous and Asynchronous Support).
- Discuss ethical issues concerning the use of on-line mental health services and tools.

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…*
	…….

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

SYLLABUS

The content of the course consists of the following modules:

New Technologies, Internet - Internet Services:
   Computer Networks - Internet
   Internet services
   Internet applications and communication tools
   Applications and tools for collaboration on the internet
   Advantages and Disadvantages of Internet services, applications and tools
   The impact of the internet on daily life, professional life, education and health

The Ethics of the Internet:
   Ethics and cyber ethics
   Cybercrime
   The ethical use of computers, professional liability and global information ethics

New Technologies and the Internet in Social Work:
   Information Systems and Databases in Social Work
   Special software for vulnerable groups
   Websites, services and online tools for Social Work
   Social Networking and their potential in Social Work
   Online tools in Social Work
   e-health and e-care

Internet dangers and consequences:
  Internet dangers (Inappropriate Content, Seduction, Violent Games, CyberBullying, Electronic Gambling, Viruses, Child pornography, Misinformation, Phishing, Suicide Ideas, Body diseases)
  Psychological Dangers of the Internet (Depersonalization, Identification, Falsehood, Social Isolation, Addiction)
  The Greek Reality
  The role of the school
  Internet security issues for parents, teachers and students - Parental control - Preventive tools and how they work

Internet addiction:
  What is Internet Addiction - Internet Addiction Types
Internet addiction causes - Symptoms (The profile of the addicted user - Psychological and physical indications)
 Diagnosis
 Treatment - Structures and Treatment Programs
 The contribution of the internet in tackling the problem
 Guidelines for parents, teachers, teenagers

Online Mental Health Support:
  E-Mental Health
  Online Counseling - Proper use of online counseling
  Online Psychological Support (Synchronous and Asynchronous Support Tools)
  Electronic form of psychotherapy - Indications & Contraindications
  Online mental health support programs
  Ethical issues in the use of online mental health services

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-Face (Laboratory course with Lectures, Laboratory Exercises, working groups, discussion, presentation/demonstration).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PowerPoint presentation lectures. Seminars and laboratory lessons with the use of computer software and online services and tools. Supporting learning process 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*	See table below
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	Language of assessment: Greek (and English for foreign students) Assessment:

Activity	Semester workload
Lectures	13
Demonstrations, laboratory exercises, discussions	26
Studying and writing up individual or group projects and essays	44
Independent/autonomous study	39
Evaluation	3
Course total	**125**

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 final examinations, with exercises that have a common structure and form (100% 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. Alternatively: 1. Individual essays or essays in groups, in relation with search, organization and presentation of specific information (40% of the final grade). 2. Written final examinations, with exercises that have a common structure and form (60% of the final grade). The evaluation criteria are explained in detail to students through the e-class platform.

ATTACHED BIBLIOGRAPHY

Books:
- Sfakianakis, E., Siomos, K., Floros, G. (2012). *Internet addiction and other high risk online behaviors.* Athens: A. Livanis Publications. [*in Greek*]
- Sfakianakis, E. (2016). *The code of the Internet*. Athens: ALL ABOUT INTERNET Publications. [*in Greek*]
- Panagiotakopoulos, Ch. (2018). *Internet Ethics and Cybercrime*. Athens: Papazisis Publications. [*in Greek*]

Chapters in Books:
- Koumpouros, I. 2015. *e-health*. [Book chapter]. In Koumpouros, I. 2015. *The Information and communication technologies in Health*.[e-book] Athens: Association of Greek Academic Libraries. chapter 3. Available in: http://hdl.handle.net/11419/288 [*in Greek*]
- Papailia, P., Petridis, P. 2015. *From technophobia to technocivilization*. [Book chapter]. In Papailia, P., Petridis, P. 2015. *Digital ethnography*. [e-book] Athens: Association of Greek Academic Libraries. chapter 3. Available in: http://hdl.handle.net/11419/6120 [*in Greek*]

Selected papers from international and national journals

COURSE OUTLINE ESW_214

(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_214	SEMESTER	3rd
COURSE TITLE	English III		

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/PDE1371/

(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 used in authentic texts of English Literature and to teach them ways of speaking and writing about literature. A number of short fiction stories of the 20th century are read and analysed.

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:
- Improved their understanding of literary terms and genres

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

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

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*	<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>56</td></tr><tr><td>Essay writing</td><td>30</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 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 analyze a short fiction story 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. Ability to analyze and interpret short fiction. **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 the taught material and suggested bibliography are uploaded online **(e-class)**

(5) ATTACHED BIBLIOGRAPHY

The Norton Anthology of Short Fiction by R.V. Cassill ed. W.W.Norton& Company New York-London 1989
The Writer's Harbrace Handbook by Cheryl Glenn and Loretta Gray- International edition, 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 is expected to 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*

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*	<table><tr><td>***Teaching Method***</td><td>***Semester Workload***</td></tr><tr><td>Lectures + and language practice</td><td>39</td></tr><tr><td>Homework preparation</td><td>83</td></tr><tr><td>Final exam</td><td>3</td></tr><tr><td>Course total</td><td>125</td></tr></table>
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. Instructor's notes.

COURSE OUTLINE ESW_237

(6) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ESW_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)	

(7) LEARNING OUTCOMES

Learning outcomes

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

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

In **Russian IV** the course includes:

Affirmative and negative form, compound sentence with relative pronoun, irregular verbs, demonstrative pronouns, perfect and imperfect state verbs

By the end of this course the student will be able to:

- Explain basic vocabulary
- Develop of 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 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…*
	…….

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

(8) SYLLABUS

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

(9) 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%)

(10)   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. ГΡΑΜΜΑΤΙΚΑ ΣΧΟΛΙΑ.ΣΗΜΕΙΩΣΕΙΣ Π.ΙΩΑΝΝΙΔΟΥ