**DEPARTMENT OF EDUCATIONAL SCIENCES
AND SOCIAL WORK**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

# UNIVERSITY OF PATRAS

## COURSES OUTLINE

# 3rd YEAR

# Semester 5th

# Academic Year: 2021-2022

## MAIN FIELD: TEACHERS OF PRIMARY EDUCATION

# COURSE OUTLINE ESW_301

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **SEPARTMENT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF COURSE** | UNDERGRADUATE |

| **COURSE CODE** | ESW_301 | **SEMESTER OF STUDIES** | 5th |
|---|---|---|---|
| **COURSE TITLE** | MODERN GREEK LANGUAGE DIDACTICS | | |

| **INDEPENDENT TEACHING ACTIVITIES**<br>*σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| Lectures | 3 | |
| Practical training of the students at schools: Observing courses and teaching primary school Language Arts in the classroom | 2 | 5 |
| Laboratory Exercises-Preparation-Feedback | 2 | |
| *Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.* | | |

| **COURSE TYPE**<br>*Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων* | Compulsory course- acquiring Knowledge, as well as developing Skills and changing Attitudes/behaviors (through laboratory and practical training). |
|---|---|
| **PREREQUISITE COURSES:** | None |
| **TEACHING AND ASSESSMENT LANGUAGE:** | Greek |
| **THE COURSE IS OFFERED TO ERASMUS STUDENTS** | Yes (English, French) |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/PDE1316/ |

## 2. LEARNING OUTCOMES

| **Leraning outcomes** |
|---|
| *Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.*<br>*Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)*<br>● *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*<br>● *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης*<br>*και Παράρτημα Β*<br>● *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων* |
| Completing the course, students, after having acquired the necessary knowledge and have developed the required skills and attitudes-behaviors, is expected to be able to:<br>   ➢ Analyze and describe the characteristics of the effective learning process in combination with the major theories of learning and methodologies, so as to apply these aspects, teaching effectively Modern Greek language to primary school pupils<br>   ➢ Describe, compare and combine the various dimensions of literacy, providing to these pupils an insight in the multi-faceted nature of literacy. |
| **General Abilities** |
| *Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.* |

- Adapting to new situations
- Decision making
- Autonomous/individual work
- Teamwork (peer working groups)
- Working in an interdisciplinary environment
- Searching, analyzing and synthesizing data and information, using the necessary technologies
- Exercising of criticism and self-criticism
- Promoting free, creative and inductive thinking
-  Demonstrating social, professional and moral responsibility.

## 3.  COURSE CONTENT

The course is theoretical, in terms of lectures, but also practice-oriented, with laboratory and practical training.

  ➢ **The lectures include:**
- Contemporary didactics principles on language teaching.
- The methodological orientation of the Language Arts curriculum for primary school
- The implementation of the above in the Language Arts textbooks.
- Teaching applications.


  ➢ **The practical-applied part includes s**chool practice and workshops laboratory exercise:
   The *Practice at Schools* (placement/internship) of the 5th semester, which is considered Laboratory and Practical Exercise and is compulsory in order for the student to successfully complete this lesson.
   The laboratory exercise and this kind of work experience last thirteen weeks. Each student attends 5 workshops and attends/observes classes at schools for 8 days (at least 5 teaching hours per day).
- Feedback/regenerative laboratories in the department classrooms:
   Students at the beginning of the semester, one morning a week, attend five three-hour preparatory laboratory workshops, in order to prepare for entry into the classroom. Laboratory prepares the attendance/observation and teachings that will take place at school (lesson/teaching plans, solution queries, etc.). Projecting/viewing and analyzing of recorded-videotaped sample teachings, etc. is also included.
- Subsequently, they attend/observe classes at schools for five days (5 teaching hours per day), one morning a week.
- Finally, they teach the Language Arts lesson for another three days (and attend the rest lessons of the school program) for one morning a week as well.
- The practical-applied part also includes feedback workshops in the classrooms of the Department, throughout the duration of the practice at schools.

## 4.  TEACHING AND LEARNING METHODS – ASSESSMENT

| **TEACHING METHOD**<br>*Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.* | Face to face:<br>• Lectures, laboratory (peer working groups), practice at schools, individual assignments and activities of workshops. |
| --- | --- |

| | .• Encouraging and supporting students in the schools in which they are practiced<br>• Preparation and feedback of the process through workshops, group activities and lectures.<br>• Training and continuous communication-cooperation with the teacher-mentors of the students. |
|---|---|
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**<br>*Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές* | Use of ICT (Power-points, Eclass Material, Links to specialized websites)<br>• in Teaching,<br>• in Laboratory Education,<br>•in  Student Communication |

**TEACHING ORGANIZATION**

*Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.*
*Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.*

*Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS*

| *Teaching Method* | *Semester Worklo* |
|---|---|
| Lectures | 13 |
| Laboratory Exercise | 26 |
| Field Practice – Practice at schools (internship /Placement) | 40 |
| Individual and /or group projects, using technologies (lesson plans, projects, self- and peer assessment, evaluations of the whole process | 26 |
| Independent/autonomous study | 20 |
| *Total number of hours for the Course* | *125* |

**STUDENT ASSESSMENT**

*Περιγραφή της διαδικασίας αξιολόγησης*

*Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες*

*Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;*

- ● Language of assessment: Greek (English and French also, for foreign students)

- ➢ Written final examination (70% of the final grade). The content of the examination is organized with open judgment questions and requires the student's response to given virtual learning scenarios. The examination questions are not common to all students, but have a common structure and form.

- ➢ Observation of students' school practice and evaluation of their portfolios (teaching plans, projects, assessments and evaluations) (30% of the final grade).

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

## 5.  RECOMMENDED LITERATURE

Brown, H. D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy.*
    London: Longman.
Cope, B. and Kalantzis, M. (1993). *The Powers of Literacy: A Genre Approach to Teaching Writing*.
    London: The Falmer Press.

Cope, B., and Kalantzis, M. (2000). *Multiliteracies: Literacy Learning and the Design of Social Futures.* London: Routledge.

Council of Europe. (1996). «Language Learning and Teaching for European Citizenship», *Modern Languages: Learning, Teaching, Assessment. A common European Framework of reference.* Strasbourg.

European Commission. (1996). *Teaching and learning towards the learning society (White Paper).* Luxembourg: European Commission Office of Official Publications.

Fairclough, N. (1992) (ed.). *Critical language awareness*. London: Longman.

Goatly, A. (2000). *Critical Reading and Writing: An Introductory Coursebook.* London & New York: Routledge.

Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Longman.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Kalantzis, M. & Cope, B. (eds.) (2001) *Transformations in Language and Learning. Australia: Common Ground.*

Kalantzis, M., Cope, B. & the Learning by Design Project Group. (2005). *Learning by design.* Melbourne: Common Ground*.*

MacArthur, G.A., Harris, K. R. & Graham St. (1994). Improving students planning processes through cognitive strategy instruction. In Butterfield, E.C. (Ed.). *Advances in Cognition and Educational Practice*, Vol. 2 (pp. 173-198). Greenwich: JAI.

McCarthy, M. and Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching.* London: Longman.

Milian Gubern, M. (1996). «Contexted Factors Enhancing Cognitive and Metacognitive Activity During the Process of Collaborative Writing». Στο: G. Rijlaarsdam et al (eds). *Effective Teaching and Learning of Writing*. Amsterdam University Press.

New London Group (1996) A pedagogy of multiliteracies: Designing social futures *Harvard Educational Review* 66 (1), p. 60-92

Richards, J. &.Renandya, W (ed.) (2002). *Methodology in Language Teaching. An Anthology of Current Practice.* Cambridge: Cambridge University Press.

Stern, H. H. (2001). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

# COURSE OUTLINE ESW_302

## 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_302     **SEMESTER** 5th |
| **COURSE TITLE** | INTRODUCTION TO SPECIAL EDUCATION |

| INDEPENDENT TEACHING ACTIVITIES<br>*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 |
| Laboratory | 1 | |
| | | |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

| | |
|---|---|
| **COURSE TYPE**<br>*general background, special background, specialised general knowledge, skills development* | Special background and skills development |
| **PREREQUISITE COURSES:** | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek (and English for Erasmus students) |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes |
| **COURSE WEBSITE (URL)** | https://eclass.upatras.gr/courses |

## 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 course is a basic introduction to Special Education and the concept of inclusive education.
The course aims to define the basic concepts of Special Education and discover the various adjustments required in order to properly educate children with special educational needs.
Students are expected to summarize basic knowledge related to special education and the various educational settings.
The course aims to discuss special education issues related to pupils and to value diversity as a prerequisite of coexistence and cooperation between people by adopting a positive attitude towards people with disabilities.
By the end of the course the students will able to:
* Distinguish between the different groups of children with disabilities.
* Identify the various needs of children with disabilities.
* Apply the principles of Special Education.
* Identify and describe the characteristics of children with disabilities and in various areas (developmental, cognitive, etc).
* Identify and describe the educational needs of the pupils.
* Collaborate with other professionals and children's parents to design educational programs.
* Design and suggest educational adjustments. Individual Educational Program (IEP).
* Evaluate and redesign these adjustments.

| 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…* |
| | *…….* |

Adaptation in new situations
Decision-making
Working independently
Team work
Working an interdisciplinary environment
Respect for difference and multiculturalism

## 3. SYLLABUS

The syllabus of the course is as follows:

Defining Terms - Basic Concepts.

Introduction to basic categories of pupils with special needs.

Characteristics of the population of pupils with disabilities – special needs.

History of Special Education. Society and People with Special Needs. Disability-Disease or Difference? Sociological and Medical directions.

Categorization, Reasoning, Frequency, Diagnosis, Evaluation.

Early Intervention in Special Needs Education. The Family and the Child with Special Needs.

• Educational Principles and Approaches to Special Needs Education.

• Individual Educational Program (IEP). Task Analysis. Behavioral modification.

• Modern Trends and Models of Education.

• Legislation and Special Education. The Greek Reality.

## 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY** *Face-to-face, Distance learning, etc.* | Facet to face (lectures, practice) |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Lectures and presentation via PowerPoint. Presentation of ICT application related to Special Education. Learning process support through e-class platform. Communication with students 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.* *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 |
| | Practice | 6 |
| | Laboratory | 13 |
| | Essay assignment | 14 |
| | Essay presentation | 9 |
| | Autonomous study | 47 |
| | Evaluation | 3 |
| | Course total | *125* |

| | |
|---|---|
| **STUDENT PERFORMANCE EVALUATION**<br><br>*Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Evaluation language: Greek (and English for Erasmus students)<br><br>Evaluation:<br>Written examination (100%) comprising:<br>Multiple choice questions.<br>True/false questions.<br>Short answer questions. |

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

Heaward W. L., (2011). *Exceptional Children: An Introduction to Special Education*. Editors Davazoglou, A., Kokkinos, K. Athens: Topos Publications.
Zoniou-Sideri, A. (ed) (2000). *Integration: Utopia or Reality?* Athens: Ellinika Grammata.
Oliver, M. (2009). Αναπηρία και Πολιτική (πρόλογος-επιμέλεια) Γιώτα Καραγιάννη. Αθήνα: Επίκεντρο.
Winzer, M. Mazurek, K. (ed.) 2000. Special Education in the 21st Century. Washington D.C.: Gallaudet University Press.


*- Related academic journals:*

The Journal of Special Education
British journal of Special Education
Journal of Research in Special Educational Needs
European Journal of Special Needs Education
Issues in Special Education (Greek language)

# COURSE OUTLINE ESW_303

## 1. GENERAL

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

| **COURSE CODE** | ESW 303 | | **SEMESTER** | 5th |
|---|---|---|---|---|

| **COURSE TITLE** | Sociology of Educational Institution-Pedagogic Practice |
|---|---|

| **INDEPENDENT TEACHING ACTIVITIES**<br>*if credits are awarded for separate components of the course,*<br>*e.g. lectures, laboratory exercises, etc. If the credits are awarded*<br>*for the whole of the course, give the weekly teaching hours and*<br>*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**<br>*general background,*<br>*special background, specialised general*<br>*knowledge, skills development* | Special background (obligatory) |
|---|---|
| **PREREQUISITE COURSES:** | Sociology, Sociology of Education |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek. (in English -for incoming Erasmus students ) |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/1429/ |

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

Students at the end of the course are expected to be able to:

- Explain the role of theory in building sociological knowledge on education,
- Compare basic theoretical orientations in reference to educational phenomena.
- Present and critically analyse how social factors change educational function. More specifically how social phenomena such as inequality, diversity or technology affect social structure and practices.
- Develop the appropriate skills in implementing the techniques and methods adopted and related to the analysis of pedagogical practices
- Develop knowledge on education as a social institution.

| **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* |

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

• Basic knowledge of the fields of education as a social institution and pedagogic practice
• Critical thinking skills to micro and macro sociological data and theory on education
• Promotion of creative and inductive thinking, easily move from memorization to analysis and application to synthesis and evaluation
• Ability to search, analyse and synthesise relevant data and information and critically assess a published research report and explain how the study could have been improved.

## 3. SYLLABUS

The course develops into three components/parts:

**Part A. Lectures 1-4**: Analysis of the main issues of social action in education focusing on the issues of inequality, identity, diversity. Clarification of terms. Methods and practices. The concepts of class, symbolic control and padegogic practice.

**Part B. Lectures 5-8**: Analysis of the three major sociological perspectives: the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective, micro and macro sociological approach on educational institutions and classroom.

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

## 4. TEACHING AND LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | Lectures face to face, presentation of student home-works, brainstorming, workshops and laboratory practice, 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**<br>*Use of ICT in teaching, laboratory education, communication with students* | Power points, e-class, material , specialised websites of the European Union or Hellenic Statistical Authority |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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 and active discussions</td><td>20</td></tr><tr><td>Workshops and Laboratory practice</td><td>19</td></tr><tr><td>Hours for private study of the student and preparation of home-works</td><td>83</td></tr><tr><td>Final examination (3 conduct hours)</td><td>3</td></tr><tr><td></td><td></td></tr><tr><td>***Course total***</td><td>***125***</td></tr></table> |

| STUDENT PERFORMANCE EVALUATION | Students are assessed as follows: |
|---|---|
| *Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | 1.  Written examination after the end of the semester . |

## 5.  ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*
- Thanos Th., Kamarianos I., Kyrides A., Fotopoulos N., Pavli-Korre M., Tourtouras X., (2017). Sociology of education, Athens: Gutenberg. (in Greek) .
- Queiroz, J. M. (2001). L'École et ses sociologies. Paris: Nathan Université.
- Bernstein, B. (1996) Pedagogy, Symbolic Control and Identity: Theory, Research,. Critique, London: Taylor&Francis.

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

# COURSE OUTLINE ESW_304

## 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_304      **SEMESTER** 5th |
| **COURSE TITLE** | Social Psychology: The individual as group member |

| **INDEPENDENT TEACHING ACTIVITIES** <br> *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, conversation, oral participation of students in the class | 3 | 5 |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

| | |
|---|---|
| **COURSE TYPE** <br> *general background, special background, specialised general knowledge, skills development* | Obligatory course: General background, specialized general knowledge |
| **PREREQUISITE COURSES:** | Research Methodology in Psychology, Developmental Psychology I: Cognitive and linguistic development, Developmental Psychology II: Emotional and social development, Cognitive analysis of learning in education |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes (English) |
| **COURSE WEBSITE (URL)** | https://eclass.upatras.gr/courses/PDE1399/ |

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

By the end of this course, students are expected to identify the social psychological approach to human behavior, the fundamental domains of social psychology, and the basic theoretical and methodological approaches used by social psychologists. They will be able to recognize the extent to which social behaviors are influenced by situational and interpretive factors. Studying social psychology can be very appealing because it is readily applicable to and observable in the individual's everyday experiences as a social beings. Specifically, students are expected to:

- identify and explain in their everyday personal experience how they perceive,
- categorize social stimuli, how judgments and conclusions are made shaping their behavior;
- identify the motivational systems of self and how they are influenced by the cultural context;
- explain the relation between attitudes, behavior and planning;
- plan their effort to persuade others by using persuasion theories.

| **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… |
| | ……. |

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

## 3. SYLLABUS

This course is designed to provide the student with a thorough overview of social psychological principles, theories, constructs, and methodologies. Humans are social products; in other words, social psychology is concerned with how the social environment both impacts and is impacted by individuals' thoughts, feelings, and behaviors. This perspective has proven invaluable in explaining much of human behavior. Although social psychological principles may at times seem intuitive and self-explanatory, this course will reveal to the inquisitive mind a complicated and fascinating glimpse into the human psyche. Specific topics covered are: Object and methodology of social psychology; Social cognition; self; Attitudes, Values; Persuasion and Compliance; Conformity and Obedience.

## 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | Face to face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | Use of powerpoint and video in teaching<br>Use of e-class platform to support students' study of bibliography |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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, tutorials, placement, interactive teaching</td><td>39</td></tr><tr><td>Study of bibliography</td><td>84</td></tr><tr><td>Written exams</td><td>2</td></tr><tr><td>Course total</td><td>125</td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br><br>*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* | The evaluation procedure consists of written exams at the end of semester. |

| | |
|---|---|
| *presentation, laboratory work, clinical examination of patient, art interpretation, other*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | 14 |

## 6.  ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

*- Related academic journals:*

     Hogg, M., & Vaughan, G. (2010). *Koinoniki Psichologia.* [Social Psychology]. (E. Vassilikos & A. Arvanitis, Trans.). Athens: Gutenberg. (Original work published 2008)

     Hewstone, & M., Stroebe W. (2007). *Eisagogi stin Koinoniki Psichologia.* [Introduction to Social Psychology]. (M. Solman, Trans.). Athens: Papazisi. (Original work published 2001)

    Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems.* Sage.

    Van Wormer, K., Besthom, F.H., & Keefe, T. (2007). *Human behavior and social environment: Macro level – Groups, communities, and organizations.* Oxford University Press.

# COURSE OUTLINE ESW_322

## (1)    GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | GRAGUATE |

| | | | |
|---|---|---|---|
| **COURSE CODE** | ESW_322 | **SEMESTER** | **5o** |

| | |
|---|---|
| **COURSE TITLE** | **PHILOSOPHY AND RELIGION** |

| **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* | Obligatory; general background |
| **PREREQUISITE COURSES:** | - |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Modern Greek; English for non-Greek students |
| **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* |

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

(a) distinguish the form and content of religious phenomenon and its historical interaction with philosophy from Greek Antiquity up to-day

(b) distinguish between the religious and philosophical elements of Christianity

(c) critically assess religious phenomenon in light of philosophical and historical knowledge

(d) interpret religion as a cultural phenomenon

| **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…* |
| | *……* |

(a) Search for, analysis and synthesis of data and information

(b) Criticism and self-criticism

(c) Production of free, creative and inductive thinking

(d) Respect for difference and multiculturalism

**(3)    SYLLABUS**

A) Civilization, philosophy, and religion, Religious feeling as an existential relationship of man with the divine. R. Otto and M. Eliade on the nature of religion. Taxonomy of the various religions.

B) A systematical account of philosophy and religion: points of convergence and divergence.

C) A historical account of philosophy and religion.

1) Philosophy and religion at the edge of the transition from myth to philosophy. Presocratics' critique of the ancient Greek religion. Pythagoras' and Plato's transformation of Orphic doctrines into philosophy. Platonic, Aristotelian, Stoic, Epicurean, Sceptical, and Eclectic assessment of religion.

2) Christianity and philosophy: Early Christian era, Byzantium, Western Middle Ages. Philosophy in the Medieval Arabic and Jewish civilization.

3) Philosophy and religion in the Renaissance and early Enlightenment (Bacon, Descartes, Spinoza, Locke etc.). Philosophy and religion in the 18<sup>th</sup>-century Enlightenment: theism, deism, atheism. Pedagogical entailments of the new ideas of "natural religion".

4) Philosophy and religion in the 19<sup>th</sup>century: Hegel, Feuerbach, Marx.

5) Philosophy and religion in 20<sup>th</sup> century: existentialism, Neo-Thomism. 21<sup>st</sup> century: theory of human rights, tolerance, multicultural theory of religion.

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

| DELIVERY<br>*Face-to-face, Distance learning, etc.* | Face-to-face (lectures) | | |
|---|---|---|---|
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | - | | |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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 | | 83 |
| | Evaluation | | 3 |
| | Course total | | *125* |
| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | - Language of evaluation: Greek (English for non-Greek students)<br><br>- Methods of evaluation: written exams (short-answer questions, open-ended questions | | |

**(5)    ATTACHED BIBLIOGRAPHY**

1) Charlesworth M., *Philosophy and Religion* (tr. into Modern Greek by Ch. Triantafyllopoulos / J.A. Demetracopoulos), Athens, 2014.

2) Minois G., *Histoire de l'atheism* (tr. into Modern Greek by V. Seretis), Athens, 2007.

3) Armstrong K., *A History of God* (tr. into Modern Greek by Ph. Terzakis), Athens, ³2002.

4) Crawford R., *What Is Religion?* (tr. into Modern Greek by M. Bletas), Athens, 2004.

5) Makrakis M., *The Question of Truth in Philosophy of Religion,* Athens, 1992.

6) Nielsen K., *An Introduction to Philosophy of Religion* (tr. into Modern Greek by V. Adrachtas), Athens, 2002.

# COURSE OUTLINE ESW_307

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | Bachelor (level EQF 06) |
| **COURSE CODE** | ESW_307     **SEMESTER**     5th |
| **COURSE TITLE** | Theory and Methodology of Qualitative Research |

| **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-discussion | 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 |
| **PREREQUISITE COURSES:** | None |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | no |
| **COURSE WEBSITE (URL)** | https://eclass.upatras.gr/courses/PDE1609/ |

## 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* |

At the end of the semester the student will develop the research programs implemented by national and supranational institutions in the framework of a critical review. The student will be able to evaluate the importance of research for the University and the effectiveness of implementation in the educational and social spheres. The student will compose of a research project.

More specifically the student will be able to:
- identify key features of a research project.
- recognize bodies responsible for conducting research at European and national level.
- think critically about the field of education.
- recognize research subjects that can be used in his/hers future workplace.
- prepare a comprehensive research proposal.
- recognize his personal stereotypes.
- cooperate in groups.
- evaluate himself / herself for professional and personal improvement.

| **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*     *Project planning and management*
*information, with the use of the necessary technology*     *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… |
| | ……. |

Generally, the students will develop the following general abilities:

- Search for, analysis and synthesis of data and information
- Team work
- Decision-making
- Project planning and management
- Criticism and self-criticism
- Production of new research ideas

## 3. SYLLABUS

- Study of the importance of research into the Greek Higher Education Area and the social significance of EHAE
- Description of significant research efforts in the Greek educationalsystem, the introduction of which differentiated the school unit. The analytical focus is on social stratification and the importance of gender. Various research methods and techniques are examined.
- Conducting and writing a scientific research study.

## 4. TEACHING and LEARNING METHODS - EVALUATION

| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | In classroom | | |
|---|---|---|---|
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | **power-points, e-class** | | |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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-discussion | | 39 |
| | Individual work | | 83 |
| | Evaluation | | 3 |
| | Course total | | *125* |
| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br>*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 paper on "Submission of a research proposal". Presence and participation in the lesson. Self-assessment report of the student (40%).Written examination at the end of the semester (60%). | | |

## 5. ATTACHED BIBLIOGRAPHY

**1.** Robson Colin (2010). Real-world research: a tool for social scientists and professional researchers. Athens: Gutenberg. B Version.

2. Cohen Louis, Manion Lawrence, Morrison Keith (2008). Methodology of Educational Research. Athens: Metaxchio. B Version.

3. Creswell, J.W. (2016). Research in education: Planning, conducting and evaluating quantitative and qualitative research. Athens: Ion.

# COURSE OUTLINE ESW_306

## 1. GENERAL

| | |
|---:|:---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF COURSE** | Undergraduate |

| | | | |
|---:|:---|:---:|:---|
| **COURSE CODE** | ESW 306 | **SEMESTER** | 5th |

| | |
|---:|:---|
| **COURSE TITLE** | Applied Statistics in Social Research |

| **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 Laboratory Activities | 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 background (obligatory) |
| **PREREQUISITE COURSES:** | None |
| **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 |

## 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* |
| Students at the end of the course are expected to be able to: <br><br> • define the fundamentals of statistics necessary for them to develop and implement analysis needed in the field of education <br> • manage fundamental statistical procedures in order to explore different data in education <br> • formulate research questions in field research <br> • use various statistical packages and select the appropriate statistical analyses <br> • interpret and present the results of these analyses |
| **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…*

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

- Basic knowledge of the field of applied statistics in Education
- Promotion of creative and inductive thinking, easily move from memorization to analysis
- Ability to search, analyse and synthesise relevant data

## 3. SYLLABUS

The course develops into three components/parts:

**Part A. Lectures 1-11**: Analysis of the main vocabulary and basic concepts in of Statistics. Types of Sampling. Frequency distribution, tables and graphic representations. Descriptive and Inferential statistics. Concepts of mean, Median, Relationship between measures. Measures of Dispersion: concept, procedure and application. Variance, Standard deviation, Coefficient variation. Correlation, Regression analyses

**Part C. Lectures 11-13**: Presentations and workshops on statistical analysis.

## 4. TEACHING AND LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY** <br> *Face-to-face, Distance learning, etc.* | Lectures face to face, presentation of student homeworks, brainstorming, workshops and laboratory practice. |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES** <br> *Use of ICT in teaching, laboratory education, communication with students* | Power points, e-class, material , specialised websites of the European Union or Hellenic Statistical Authority |

| **TEACHING METHODS** <br> *The manner and methods of teaching are described in detail.* <br> *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.* <br><br> *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 | 26 |
| | Workshops and Laboratory practice | 13 |
| | Group exerices | 20 |
| | Independent Study | 63 |
| | Final examination | 3 |
| | *Course total* | *125* |

| **STUDENT PERFORMANCE EVALUATION** <br> *Description of the evaluation procedure* <br><br> *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* <br><br> *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Students are assessed as follows: <br> 1. Group projects (40% of the final grade). <br> 2. Written examination after the end of the semester. |
|---|---|

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*
*- Related academic journals:*

- Ρούσσος, Π., & Τσαούσης, Ι. (2021). *Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες με τη χρήση του SPSS και του R.* Εκδόσεις Gutenberg.
- Dancey, C. P., & Reidy, J. (2021). *Στατιστική χωρίς μαθηματικά.* Εκδόσεις Κριτική.
- Χαλικιάς, Μ., Λάλου, Π., & Μανωλέσου, Α. (2015). *Μεθοδολογία έρευνας και εισαγωγή στη στατιστική ανάλυση δεδομένων με το IBM SPSS Statistics.* http://hdl.handle.net/11419/5075

# COURSE OUTLINE ESW_308

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | **Undergraduate Study** |
| **COURSE CODE** | ESW_308      SEMESTER 5<sup>th</sup> |
| **COURSE TITLE** | **Family Psychology** |

| INDEPENDENT TEACHING ACTIVITIES<br>*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**<br>*general background, special background, specialised general knowledge, skills development* | By choice |
| **PREREQUISITE COURSES:** | - |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | |
| **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.*<br>*Consult Appendix A*<br>● *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*<br>● *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*<br>● *Guidelines for writing Learning Outcomes* |
| After completion of the course students will be able to:<br>1. interpret the feelings, thoughts and behavior of individuals, couples and families in the relationships and the wider environment in which they operate.<br>2. report parenting issues which offers parents security on how to deal with their children's daily lives and generally the problems that arise within and outside the family.<br>3. distinguish the influence of the family on the creation and treatment of 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*     *Project planning and management*<br>*Adapting to new situations*     *Respect for difference and multiculturalism*<br>*Decision-making*     *Respect for the natural environment*<br>*Working independently*     *Showing social, professional and ethical responsibility and sensitivity to gender issues*<br>*Team work*     *Criticism and self-criticism*<br>*Working in an international environment*     *Production of free, creative and inductive thinking*<br>*Working in an interdisciplinary environment*     *......*<br>*Production of new research ideas*     *Others...*<br>    *.......* |
| ● Teamwork |

- ● Decision making
- ● Understanding the family as a system
- • Problem treatment

## 3. SYLLABUS

The course is developed on a theoretical and laboratory level, with the following topics:

### Section 1. Greek society and family bond

Laboratory 1. Structure and operation of the Greek family
Laboratory 2. The family as a system
Laboratory 3. The importance of religion, culture and nationality in family dynamics
Laboratory 4. The importance of the family both in the development of the child and in the operation and development of Greek society
Laboratory 5. Instability and stability in the family structure
Laboratory 6. Fundamental rearrangements in the purpose and form of the family

### Section 2. Psychology of the Family

Laboratory 7. Child and Adolescent Psychology: The Child and Adolescent in the Nuclear Family
Laboratory 8. The woman and the man, the couple in the nuclear family
Laboratory 9. Psychopathology of the family
Laboratory 10. Complexity and interpersonal communication

### Section 3. Marriage & Husband Psychology

Laboratory 11. Contradictory perceptions, expectations and aspirations

### Section 4. Development of family therapy - therapeutic interventions

Laboratory 12. Evaluating the family and creating a treatment plan for it.
Laboratory 13. Therapeutic interventions and approaches

## 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face to face (lectures, laboratory exercises, demonstration, and discussion). |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of the internet. Course presentations with PowerPoint slides. Utilization of appropriate websites. Learning process support via the online 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-* | |
|---|---|

| *Activity* | *Semester workload* |
|---|---|
| Lectures | 13 |
| Laboratory exercise | 26 |
| Individual work in selected activities | 36 |
| Autonomous study | 40 |
| Corrections after feedback and | 7 |

| | directed study according to the principles of the ECTS | presentation of research work or teaching scenario or experiential exercise | |
|---|---|---|---|
| | | Evaluation (written exams or job presentation) | 3 |
| | | Course Total (25 hours of workload per credit unit) | 125 |

| | |
|---|---|
| **STUDENT PERFORMANCE EVALUATION**<br><br>*Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Greek assessment language<br><br>Evaluation:<br>• Written final exam or research study (100%). |

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

*• M. Chourdaki (2000) "Family Psychology" Leader Books Publications*
*• Ch. Kataki (2012) "The three identities of the Greek family". Pedio Publications*
*• James A. Powell (2015) "Family Psychology". Metaichmio Publications*
*• John W. Thoburn, Thomas L. Sexton (2015) «Family Psychology: Theory, Research, and Practice» 1st Edition*

# COURSE OUTLINE ESW_309

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | Bachelor (level EQF 06) |
| **COURSE CODE** | ESW_309     **SEMESTER**   E´ |
| **COURSE TITLE** | Health Education (II) – First Aid |

| INDEPENDENT TEACHING ACTIVITIES<br>*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 - Discussion - Demonstration of techniques | 3 | 5 |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

| | |
|---|---|
| **COURSE TYPE**<br>*general background, special background, specialised general knowledge, skills development* | Optional course |
| **PREREQUISITE COURSES:** | Health Education (I) |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **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*

**Students at the end of the course are expected to be able to:**

- ➢ identify the relationship between health and behavior and refer to the topics of health education
- ➢ describe basic concepts of sexual education and define the aims and content of sexual education programs
- ➢ develop skills related to the prevention and their reaction to a variety of dangerous situations
- ➢ explain the concept of First Aid and evaluate their importance for a person's life until have been provided medical or hospital care to the person
- ➢ recognize their responsibility for preventing accidents and decide every moment what should and should not do, as well as what they be able to do and not to do in the incident of emergency, Perform Basic First Aid Procedures

**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… |
| | ……. |

**The degree-holders will acquire** ability to**:**

- plan and manage project and educational programs
- work in group
- work in an interdisciplinary environment
- adapt and act in new situations
- identify, specify, and resolve problems
- think critically
- Decision-making

### 3. SYLLABUS

Course is divided into three sections:
**Section A:** Lessons 1-2: Health and Behavior, Health Education Issues
**Section B:** Lessons 3-7: Sexual education and Basic concepts. Objectives, content and programs of Sexual Education

**Section C:** Lessons 8-13: First Aid - Principles and Practice of First Aid, Perform Basic First Aid Procedures

### 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | Face-to-face - In classroom |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | Connect with niche websites (video, finding information, etc.)<br>Power-points<br>E-class |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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>Discussing (on the basis of lectures or video projection)</td><td>39</td></tr><tr><td>Designing a study (project)</td><td>23</td></tr><tr><td>Simulation Exercises</td><td>20</td></tr><tr><td>Independent study</td><td>40</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>Course total</td><td>*125*</td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br><br>*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* | Written work and<br>Written final examination on the basis of multiple choice questionnaires and Problem-Solving |

| | |
|---|---|
| *presentation, laboratory work, clinical examination of patient, art interpretation, other*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | |

## 5. ATTACHED BIBLIOGRAPHY

1. Darviri Chr. 2007. "Health Promotion". Ed. Paschalidis. Athens
2. Detorakis J., Papageorgiou J. 2002. "Education of sexual behavior". 1st Edition PATAKIS. ATHENS
3. Le Baudour J.Christopher. (2019). "*MEDICAL RESPONDER EMERGENCY - FIRST ON SCENE".* 11th Edition. Pearson Education, Inc. ISBN-10: 0-13-498846-9. ISBN-13: 978-0-13-498846-7
4. NATIONAL CENTER FOR DIRECT ASSISTANCE. 2017. "*FIRST AID MANUAL"* A VERSION. ISBN: 978-618-83586-0-7
5. Patestos D. 2016. "*First Aid - Doctors of the World"* Retrieved on 10/05/2018 from http://mdmgreece.gr/app/uploads/2016/04/ΠΡΩΤΕΣ-ΒΟΗΘΕΙΕΣ.pdf
6. Frounta M. 2014. "*Innovative Projects for Health Education in secondary education: teachers and sexuality education for teenagers"* (S.E.T) – Athens *https://www.didaktorika.gr/eadd/handle/10442/36233*

# COURSE OUTLINE ESW_310

## 1. GENERAL

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

| **COURSE CODE** | ESW_310 | **SEMESTER OF STUDIES** | 5th |
|---|---|---|---|

| | |
|---|---|
| **COURSE TITLE** | LEARNING DISABILITIES AND DYSLEXIA: ASSESSMENT AND INTERVENTION |

| **INDEPENDENTTEACHINGACTIVITIES** *σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| LECTURES + EDUCATIONAL APPLICATIONS | 3 hours | 5 ECTS |
| | | |

| | |
|---|---|
| **COURSE TYPE** *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων* | OPTIONAL Scientific Knowledge Discipline Skills development |
| **PREREQUISITE COURSES:** | PSYCHOLOGY OF READING AND SPELLING |
| **TEACHING AND ASSESSMENT LANGUAGE:** | GREEK |
| **THE COURSE IS OFFERED TO ERASMUS STUDENTS** | YES (ENGLISH) |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/PDE1452 |

## 2. LEARNING OUTCOMES

| **Leraning outcomes** |
|---|
| *Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.* *Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)* <br> ● *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης* <br> ● *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης* <br> *και Παράρτημα Β* <br> ● *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων* |
| At the end of the course, students are expected: <br><br> ● to recognize current issues in relation to the topics of learning disability and developmental dyslexia. <br> ● to develop issues relating with assessment, prevention and intervention of children with learning disabilities and developmental dyslexia. <br> ● to design and implement an individual educational plan for a student with LD. |

| **General Abilities** |
|---|
| *Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.* |

| | |
|---|---|
| *Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών* | *Σχεδιασμός και διαχείριση έργων* |
| | *Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα* |
| | *Σεβασμός στο φυσικό περιβάλλον* |
| *Προσαρμογή σε νέες καταστάσεις* | *Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας* |
| *Λήψη αποφάσεων* | *και ευαισθησίας σε θέματα φύλου* |
| *Αυτόνομη εργασία* | |
| *Ομαδική εργασία* | *Άσκηση κριτικής και αυτοκριτικής* |
| *Εργασία σε διεθνές περιβάλλον* | *Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης* |
| *Εργασία σε διεπιστημονικό περιβάλλον* | |
| *Παράγωγή νέων ερευνητικών ιδέων* | |

Ability for critical thinking/problem-solving
Ability for applying intervention strategies in real settings
Ability for creativity
Ability for self-study/group study

## 3. COURSE CONTENT

Syllabus topics are the following:
- Learning disability and developmental dyslexia-main concepts.
- Criteria of assessment/diagnosis for the developmental dyslexia.
- Individual Educational Plan for learning disabled students.
- Educational interventions for the development of phonological/morphological awareness.
- Educational interventions for the acquisition of reading/reading comprehension & spelling/writing
- Educational materials for Learning disabilities and Dyslexia.

## 4. TEACHING AND LEARNING METHODS - ASSESSMENT

| | |
|---|---|
| **TEACHINGMETHOD** *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.* | Lectures, discussion in the classroom. Educational Applications. Tutorials for Erasmus students |
| **USEOFINFORMATIONANDCOMMUNICATIONTECHNOLOGIES** *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές* | Lectures via power-point. Educational material via e-class. Communication with students via e-mail. |

**TEACHING ORGANIZATION**

*Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.*
*Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.*

*Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS*

| Teaching Method | Semester Workload |
|---|---|
| Lectures | 27 |
| Educational Applications | 12 |
| Autonomous Study | 43 |
| (Optional) Written essay | 40 |
| Written Assessment | 3 |
| *Total* | *125* |

**STUDENT ASSESSMENT**

*Περιγραφή της διαδικασίας αξιολόγησης*

*Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες*

*Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;*

Written exam (100%) or
Written exam (70%) + Written essay (30%)

Greek/English for Erasmus students
Assessment criteria available via e-class

## 5. RECOMMENDED LITERATURE

Mouzaki, A. & Protopappas, A. (2010). Spelling. Athens: Gutenberg (In Greek).

Panteliadou, S. & Philippatou, D. (2013). Differentiated Instruction. Athens: Pedio (In Greek).

# COURSE OUTLINE ESW_311

### 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF COURSE** | |

| **COURSE CODE** | ESW_311 | **SEMESTER** | 5th |
|---|---|---|---|

| **COURSE TITLE** | Psychoeducational Groups: Theory and Practice |
|---|---|

| **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_ | Special background and skills development (optional) |
|---|---|
| **PREREQUISITE COURSES:** | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/PDE1449/ |

### 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 this course students become familiar with basic concepts, models and skills necessary for the facilitation of psychoeducational groups in social and educational settings. Specifically, the course offers a general overview of the major concepts and principles regarding facilitation of short-term groups targeting the enhancement of psychosocial and emotional well-being of persons. In addition, students become familiar with the ethical framework of good practice in group counselling. Students at the end of the course are expected to:

1. report on the evolution and recent developments in the field of group counseling.
2. recognize the major forefathers of modern group work (Lewin, Moreno, Rogers).
3. apply key concepts and high-quality research evidence regarding group work.
4. discuss the code of ethics and best practice guidelines regarding group work in social and educational settings.
5. evaluate critically various group counselling services and interventions.
6. develop skills in facilitating psycho-educational and counselling groups with diverse populations.
7. develop appropriate skills for the design, implement and evaluate psychoeducational programs. and for facilitation of short-term groups targeting diverse populations.
8. describe the criteria for the selection of groups members
9. develop the skills and abilities of a psychoeducational team facilitator

| | |
|---|---|
| 10. estimate multicultural issues in group work. | |

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

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

## 3. SYLLABUS

Lewin and the T-groups. Rogers and the encounter groups. Moreno and the psychodrama. Groups for children and adults and the advantages of working in groups. Psychoeducational groups: definition and differences with other types of groups. Planning for a psychoeducational group. Pregroup decision making and needs assessment. Outline and content of the group sessions. Facilitating a psychoeducational group. Evaluating the effectiveness of a psychoeducational group. Group leadership skills and group processes (therapeutic factors, group climate, group alliance). The characteristics of a good group facilitator. The role of research in group work.

## 4. TEACHING AND LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | Lectures face to face, presentation of student assignments |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**<br>*Use of ICT in teaching, laboratory education, communication with students* | Power points, e-class, use of audiovisual material, access to online journals via Heal-Link, communication via e-mail. |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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 and active discussions</td><td>20</td></tr><tr><td>Laboratory practice</td><td>19</td></tr><tr><td>Autonomous study and article presentation</td><td>33</td></tr><tr><td>Assignment</td><td>53</td></tr><tr><td>***Course total***</td><td>***125***</td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION** | Students are assessed as follows: |

| | |
|---|---|
| *Description of the evaluation procedure*<br><br>*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. Article presentation (40% of the overall grade)<br><br>2. Assignment (60% of the overall grade) |

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

1. Brown, N. W. (2011). *Psychoeducational groups: Process and practice* (3rd ed.). New York: Taylor & Francis.
2. Gladding, S. T. (2015). *Groups: A counseling specialty* (7th ed.). Upper Saddle River, NJ: Pearson.
3. Vassilopoulos, S. P., Brouzos, A., & Baourda, V. (2016). *Psychoeducational group programs for children and adolescents*. Athens: Gutenberg [in Greek]
4. Vassilopoulos, S. P., Koutsopoulou, I., & Regli, D. (2011). *Psychoeducational groups for children.* Athens: Grigoris [in Greek].
5. Corey, M. S. & Corey, G. (2006). *Groups: process and practice*. Belmont, CA: Thomson Brooks/Cole.

*-journals:*
1. *Journal for specialists in group work. Routledge*
2. *European Journal of Counselling Psychology.*

# COURSE OUTLINE ESW_312

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **DEPARTMENT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF COURSE** | Undergraduate studies |

| **COURSE CODE** | ESW_312 | **SEMESTER OF STUDIES** | 5th |
|---|---|---|---|

| **COURSE TITLE** | Psycholinguistics I |
|---|---|

| **INDEPENDENT TEACHING ACTIVITIES**<br>*σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| Lectures | 3 | 5 |
| *Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.* | | |

| **COURSE TYPE**<br>*Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων* | Optional-Scientific area, Skills development |
|---|---|
| **PREREQUISITE COURSES:** | Developmental Psychology I: Cognitive and language development. |
| **TEACHING AND ASSESSMENT LANGUAGE:** | Greek |
| **THE COURSE IS OFFERED TO ERASMUS STUDENTS** | Yes (English and French) |
| **COURSE WEBPAGE (URL)** | eclass.upatras.gr/courses/PDE1351/ |

## 2. LEARNING OUTCOMES

| **Leraning outcomes** |
|---|
| *Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.*<br>*Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)*<br>● *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*<br>● *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β*<br>● *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων* |
| After completing the course, students are expected to be able to:<br>● evaluate theoretical positions in psycholinguistic research.<br>● describe methods and tools used in psycholinguistic research.<br>● explain basic psychological processes involved in language production and comprehension.<br>● define basic sub-fields of language processing, including: comprehension of oral and written language, sound, word and sentence processing.<br>● Identify the role of cognitive and linguistic factors in language processing.<br>● distinguish the role of metalinguistic skills in language processing.<br>● explain the importance of cross-linguistic differences in language processing.<br>● think critically about research: read articles, review the literature, and to summarize research in writing.<br>● interpret and present research data. |

| **General Abilities** |
|---|
| *Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.* |

*Αναζήτηση, ανάλυση και σύνθεση δεδομένων και    Σχεδιασμός και διαχείριση έργων*

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

### 3. COURSE CONTENT

This course provides an introduction to the field of psycholinguistics, which is the discipline that explores the psychological processes underlying language acquisition and language processing.

The course addresses the following topics: An overview of Language Processing. Theories of Language Processing. Research methods in the study of language processing. Human information processing capacities and language processing. The role of cognitive and linguistic factors in language processing. Comprehension of oral and written language. Production of oral and written language. Cognitive factors (i.e. attention, memory) and linguistic factors of low level (i.e. spelling, morphology, syntax) and high level (i.e. text organization) in writing. Metalinguistic skills and their role in language processing. Cross-linguistic study of language processing: language specific and language independent factors in language processing.

### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

| TEACHING METHOD<br>*Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.* | Face-to-face teaching (lectures), class discussions, workshop-style pair work and group work during class meetings. |
|---|---|
| USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES<br>*Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές* | Power point presentations<br>Use of internet<br>Use of relevant web sites<br>Use of e-class electronic platform |

| TEACHING ORGANIZATION<br>*Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.*<br>*Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.*<br><br>*Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS* | |
|---|---|

| Teaching Method | Semester Workload |
|---|---|
| lectures | 62 |
| Practical training, discussion based on relevant video | 30 |
| Independent study | 30 |
| Assessment | 3 |
| **Total number of hours for the Course** | **125** |
| | |

| STUDENT ASSESSMENT<br>*Περιγραφή της διαδικασίας αξιολόγησης*<br><br>*Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης* | Evaluation will be based on a final exam. The format of the final exam will be either multiple-choice or short answer or essay style. |
|---|---|

## 5. RECOMMENDED LITERATURE

- Kail, M., (2019) *Η κατάκτηση της Γλώσσας*. Επιστημονική επιμέλεια: Κ. Διακογιώργη. Gutenberg. Τίτλος πρωτοτύπου: *L' acquisition du langage: «Que sais-je?» nᵒ 3939*. (2015). Presses Universitaires de France .
- Ράλλη, Α. (2019). *Γλωσσική Ανάπτυξη: Βρεφική, Παιδική και Εφηβική Ηλικία*. Gutenberg
- Hoff, E. (2020). Γλωσσική ανάπτυξη. Επιστημονική επιμέλεια: Δ. Παπαδοπούλου και Μ. Μαρτζούκου. Broken Hill Publishers. Τίτλος πρωτοτύπου: *Language development (5th ed.)* (2014). Belmont, CA: Wadsworth Cengage Learning.
- Ανδρέου, Γ. (2012). *Γλώσσα: Θεωρητική και Μεθοδολογική Προσέγγιση*. Πεδίο.
- Κατή, Δ. (2009). *Γλώσσα και Επικοινωνία στο παιδί*. Οδυσσέας.
- Παπαλιού, Χ. Φ. (2005). Η Ανάπτυξη της Γλώσσας: Θεωρητικές προσεγγίσεις και ερευνητικά δεδομένα από την τυπική και αποκλίνουσα γλωσσική συμπεριφορά. Αθήνα: Παπαζήσης.
- Lightfoot, C., Cole, M & Cole, S. (2014). Η ανάπτυξη των παιδιών. Επιμέλεια: Ζ. Μπαμπλέκου. Εκδόσεις Gutenberg.
- Feldman R. (2019). *Αναπτυξιακή Ψυχολογία: Δια βίου προσέγγιση*. Επιστημονική επιμέλεια: Η. Μπεζεβέγκης. Εκδόσεις Gutenberg.
- Carroll. D. (2008). *Psychology of Language*. Thomson Wadsworth.
- Field, J. (2004). *Psycholinguistics. The key concepts*. Routledge.
- Fletcher, P & MacWhinney, B. (2004). *The handbook of Child Language*. Blackwell publishing.
- MacWhinney, B. (2009). *The emergence of language*. Taylor & Francis& Taylor.
- Tomasello, M. & Bates, E. (2001). *Language Development: The Essential Readings*. Blackwell.

### Journals

- Journal of Child Language
- First Language
- Journal of Psycholinguistic Research
- Applied Psycholinguistics
- Journal of Memory and Language
- Journal of Learning Disabilities
- Reading and Writing: An interdisciplinary journal
- Reading & Writing Quarterly

# COURSE OUTLINE ESW_313

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF COURSE** | Undergraduate |
| **COURSE CODE** | ESW_313 **SEMESTER** 5th |
| **COURSE TITLE** | Practicum II: Didactics of Efficient Teaching |

| **INDEPENDENT TEACHING ACTIVITIES**<br>*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 organisation of teaching and the teaching methods used are described in detail at (d). | | |

| | |
|---|---|
| **COURSE TYPE**<br>*general background, special background, specialised general knowledge, skills development* | Background, Skills Development |
| **PREREQUISITE COURSES:** | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/PDE1600/ |

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

The course attempts to familiarize students with the basic theoretical knowledge for the foundation of teaching as a Science and teaching at a historical, epistemological and theoretical level.

Students at the end of the course are expected to:

- recognize the models of teaching organization, depending on the role of teachers, students and teaching object
- define the meaning and the types of the curriculum
- formulate basic principles of curriculum (placement, targeting)
- describe the techniques, methods and teaching strategies
- identify the relationship between the curriculum and the content of the subject
- use of their knowledge of teaching mo dels in teaching
- clarify the content and the characteristics of the effective teaching and learning
- recall the effective teachers' skills

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

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

### 3. SYLLABUS

The course evolves into three components/parts:
**Part A. Lectures 1-3**: Teaching as a Science, Teaching Organization Models, The Curriculum.
**Part B. Lectures 4-8**: Teaching Programming, Teaching Objectives and Aims, Methods, Techniques, Teaching Strategies.
 **Part C. Lectures 9-13**: Teaching Time Management, Teaching Exploitation of the Question, Differentiated Teaching, Assessment of Teaching, Effective Teaching, Effective Teacher

### 4. TEACHING AND LEARNING METHODS - EVALUATION

| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | <ul><li>Face to face (in class)</li><li>Presentation from students</li><li>Tasks from students</li><li>Use of audiovisual material (videos and movies),</li><li>Micro teaching</li><li>Modelling teaching</li></ul> |
|---|---|
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**<br>*Use of ICT in teaching, laboratory education, communication with students* | <ul><li>Power points</li><li>e-class</li><li>Access to online journals via Heal-Link</li><li>Communication via e-mail</li></ul> |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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>Laboratory training</td><td>30</td></tr><tr><td>Literature review</td><td>40</td></tr><tr><td>Tasks</td><td>40</td></tr><tr><td>Assessment</td><td>15</td></tr><tr><td>*Course total*</td><td>*125*</td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION**<br>*Description of the evaluation procedure*<br><br>*Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,* | Language of Evaluation: Greek<br><br>Students are assessed undertaking a project in teams, in a theme they choose. |

| | |
|---|---|
| *essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | *Evaluation criteria are explained to students in detail by e-class.* |

### 5. Suggested Bibliography

1. Karantzis, J. (2018). *Focusing on Educational Practices*. Patras: Gotsis. (in Greek)
2. Kordaki, M., Manesis, N., Darandoumis, Th. (2019). (eds.) *Learn Digitally…Play Cooperatively.* Athens: Grigoris (in Greek).
3. Koutselini, M. & Theofilidis Chr. (2007). *Investigation and Cooperation for Effective Teaching.* Athens: Grigoris (in Greek)
4. Koutselini, M. (2013) (ed. Ch. Xenakis). *Curriculum and Teaching*. Athens: Pedio. (in Greek)
5. Matsaggouras, H. (2005). *Theory and Practice of Teaching. The school classroom*. Athens: Grigoris Publications (in Greek).
6. Manos, K. (2005). *General Teaching*. Athens: Grigoris. (in Greek)
7. Pigiaki, P. (1999). *Preparation, design and assessment of teaching: Didactic methodology*. Athens: Grigoris. (in Greek)
8. Tomlison, C. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms* (3rd ed.) Alexandria, Virginia: ASCD.
9. Tomlinson, C. (2010). (transl. Chr. Theofilidis - Ed. Chr. Pantelidis) *Differentiation of the work in the classroom. Responding to the needs of all students*. Athens: Grigoris. (in Greek)
10. Trilianos, A. (2013). *Methodology of Teaching*. Athens: Diadrasi. (in Greek)
11. Flouris, G. (2000). *Curriculums for a New Era in Education.* Athens: Grigoris. (in Greek)

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

# COURSE OUTLINE ESW_316

## 1. General

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **DEPARTMENT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | *UNDERGRADUATE* |
| **CODE COURSE** | ESW_316 **SEMESTER** |
| **TITLE COURSE** | EXPERIMENTAL TEACHING OF NATURAL SCIENCES |

| INTEPENDED DIDACTICS ACTIVITES<br>*In case the credits are awarded in discrete parts of the course e.g. lectures, laboratory exercises etc. If the credits are awarded uniform for the entire course, please write down the weekly teaching hours and the total credit* | **Weekly Teaching Hours** | **Credit Units** |
|---|---|---|
| Lectures and laboratory Exercises | 3 | 5 |
| *Add rows if needed. The teaching organization and the teaching methods used are described in detail in the 4.* | | |

| | |
|---|---|
| **COURSE TYPE**<br>*Background, general knowledge, scientific area, skills development* | Background, scientific area, skills development |
| **PRELIMINARY COURSES:** | |
| **LANGUAGE of TEACHING AND EXAMINATIONS:** | Greek |
| **THE LESSON OFFERED IN ERASMUS STUDENTs** | YES |
| **e-class (URL)** | |

## 2. LEARNING OUTCOMES

**Learning outcomes**

*The learning outcomes of the course are described, the specific knowledge, skills and competences of the appropriate level that will be acquired by the students after the successful completion of the course.*
*Consult Appendix A*
- *A description of the level of learning outcomes for each course of study under the Qualifications framework of the European Higher Education Area*
- *Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning*
*And Annex B*
- *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*

The purpose of the course is to highlight the fact that Natural Sciences are experimental sciences, concepts, principles and models intermingle with each other setting up thus a holistic system that aims to explain the surrounding world. This system is produced, improved and controlled in terms of the reliability and validity with the help of experimental processes. And since the experiment It is the essence of the methodology of Natural Sciences, it can only be considered as a fundamental component and Natural Sciences teaching. During the course and in its theoretical part, the objectives of the experimental teaching of Natural Sciences are examined and the role of the experiment in the experiential-inductive, constructive and hypothetical-productive approach is analyzed. The evaluation of experimental teaching is also presented. In the practical part of the course, students are initially practicing in groups performing laboratory-type experiments and then familiarize themselves with experiments under simple means. Finally, they are implementing Projects applying in practice the knowledge that gained utilizing the experimental and other skills acquired

**The successful completion of the course enables students to:**
- formulate theoretical and practical knowledge about the role of the experiment in Natural Sciences,
- explain the relationship of the experiment with the teaching of Natural Sciences
- participate in the design and execution of experiments with the help of laboratory equipment, but also experiments with simple materials from the daily world of a child
- design and realize projects related to the Natural Sciences
- choose creative experimental activities in their teaching scenarios .

**General Competencies**

*Taking into account the general competencies to be acquired by the graduate (as listed in the diploma annex and listed below) to which of them is the course intending.*

| | |
|---|---|
| *Research, analysis and synthesis of data and information, using the necessary technologies* | *Project design and Management* |
| | *Respect for diversity and multiculturalism* |
| *Adapting to new situations* | *Respect for the natural environment* |
| *Decision-making* | *Demonstrating social, professional and moral responsibility and sensitivity to gender issues* |
| *Autonomous work* | |
| *Teamwork* | *Exercise of criticism and self-criticism* |
| *Working in an international environment* | *Promoting free, creative and inductive thinking* |
| *Working in an interdisciplinary environment* | |
| *Derivative of new research ideas* | |

- Autonomous work
- Teamwork
- Research, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Promoting free, creative and inductive thinking
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Working in an interdisciplinary environment

## 3. COURSE CONTENT

- Periodic phenomena.
- Sound and Features.
- Static electricity.
- Measuring electric current.
- Magnetism and electromagnetism.
- Induction and alternating currents.
  Light and colors
- Experiment and its role in the teaching of natural sciences
- Evaluating an experimental type of teaching

## 4. TEACHING AND LEARNING METHODS-EVALUATION

| | |
|---|---|
| **METHOD OF TEACHING**<br>*Face to face, distance learning Etc.* | In class and in the corresponding lab |
| **USE OF INFORMATION TECHNOLOGIES AND COMMUNICATIONS**<br>*Use of ICT in teaching, laboratory training, communication with students* | Support of learning process through the online platform e-class.<br>It is always used, in addition to the laboratory, a data processing software and specialized educational software like: Edisson 4,5 Interactive Physics, MATHEMATICA etc as well as Phys Applets from the internet |

| **TEACHING SCHEDULE** | **Activity** | **Semester workload** |
|---|---|---|
| *The methods of teaching are described in detail. Lectures, seminars, laboratory exercises, field exercises, study and bibliography analysis, seminars, practice (placement), clinical practicum, art workshop, interactive teaching, educational visits, study cases (projects), writing, artistic creation, etc.* | Lectures | 13 |
| | Laboratory exercise | 27 |
| | Study and analysis of topics from the bibliography | 40 |
| | Independent study | 45 |
| *The student's study hours for each learning activity and the hours of non-guided study are indicated so that the total workload at the semester level corresponds to the standards of ECTS* | *Course Total (25 Workload hours per credit unit)* | *125* |

| | |
|---|---|
| **UNIVERSITY STUDENT EVALUATION**<br>*Description of the evaluation process*<br><br>*Evaluation of language, evaluation of methods, formative or concluding evaluation, multiple choice test, short answer questions, essay development questions, problem solving,* | Oral examination at the end of the semester<br>This is considered also through:<br><br>- Written reports on laboratory experiments<br>- Homework and oral presentation (Project) |

| | |
|---|---|
| *written work, reports, oral exam, public presentation, laboratory work, patient clinical examination, artistic interpretation, other.*<br><br>*Specific assessment criteria are explicitly mentioned and whether are accessible to students.* | |
| | |

## 5. RECOMMENDED-BIBLIOGRAPHY

1) «ΦΥΣΙΚΗ»/ Giancoli , Έκδοση: 7η/2018, Συγγραφείς: Giancolli C. Douglas
ISBN: 978-960-418-729-4, Διαθέτης (Εκδότης): ΕΚΔΟΣΕΙΣ Α. ΤΖΙΟΛΑ &      ΥΙΟΙ Α.Ε.

2) «Πειράματα φυσικής για το Δημοτικό , το Γυμνάσιο και το Λύκειο. Αξιοποίηση του πειράματος στην διδακτική πράξη»,
Συγγραφείς:  Αρναουτάκης Γ., Καρανίκας Γ., Καραπαναγιώτης Β., Κόκκοτας Π., Κουρέλης Γ.
Εκδότης: ΕΚΔΟΣΕΙΣ ΓΡΗΓΟΡΗ, ISBN: 960-333-428-6

3) «Οδηγός για την πειραματική διδασκαλία της Φυσικής», Κουμαράς Π. , Εκδόσεις Χριστοδουλίδη 2002, ISBN 960-8183-21-9

4) «Τα δέκα πιο όμορφα πειράματα», Johnson G , Εκδόσεις ΜΕΤΑΙΧΜΙΟ (2009), ISBN: 978-960-455-671-7 .

5) « Πειράματα φυσικής για το Δημοτικό και το Γυμνάσιο»,  Baxter N., Εκδόσεις Σαββάλας (2006),  ISBN         9789604237821

6) «Giant book of Science Experiments», Press, H. J. Εκδότης: Sterling Publishing , ISBN-13: 978-0806981390

7) «Ο μικρός ερευνητής. 100 πειράματα φυσικής με απλά μέσα για παιδιά από 12 ετών», Αλεξοπούλου Κ., Μαρίνου Δ., Εκδότης: ΜΑΚΕΔΟΝΙΚΕΣ ΕΚΔΟΣΕΙΣ 2000,  ISBN: 960-319-152-3

8) 365 Simple science experiments, Churchill  E. R.  2013 New York.

9) Escobar, C. (Editor). (1994). Amusement Park Physics. American Association of Physics Teacher.

10) Kirkup, L. (1994). Experimental Methods. An Introduction to the Analysis and Representation of Data. Wiley.

11) Μιχαηλίδης, Π., Παπαγιαννάκη, Σ., Τζιανουδάκη, Λ. (1993). Γνωριμία με τις Φυσικές Επιστήμες

# COURSE OUTLINE ESW_317

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATION AND SOCIAL WORK |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | ESW_317 · · · **SEMESTER** 3rd |
| **COURSE TITLE** | EFFECTS FROM INTERNET USE |

| 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, skills development, change in attitudes |
| **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/PDE1426/ |

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

The aim of the course is (a) to develop digital literacy skills for the potential educators in relation with knowledge about the safe use of the internet and the dangers of its use, (b) to develop skills for identifying problematic situations and addressing issues related to electronic crime, and (c) the development of attitudes that adopt privacy protection behaviors in social media.

By the end of this course the student will be able to:
● Explain how the IoT works, design simple control and automation systems with Arduino, Raspberry PI3 and recognize the impact of the internet in everyday life.
● Connect the concept of ethics with the use of computer systems, robotic systems, Internet and social media.
● Explain the negative effects of digital technology in the fields of work, health, environment, updating, journalism and social media.
● Use cloud systems.
● Recognize the intellectual property in digital material and software and the types of creative commons licensing.
● Describe ways and methods for violation of online data security, types of cybercrime, and enumerate key legislative interventions to protect the user.
● Analyze internet security issues for parents and students, formulate protection rules for children from internet dangers, and formulate rules for safe and secure use of social media.
● Analyze the importance of privacy, identify ways of privacy violation, and formulate rules to link the privacy with the human right to be forgotten or/and with search engines.
● Identify the focal points of collecting and maintaining personal information and the methods of collecting personal data (Cookies, P3P, etc.)

- Describe the effects of social media on spreading information, on privacy and on Democracy.
- Modify the browser settings for safe browsing and organize privacy settings in social media.

**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* |
| *Working independently* | *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
- 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

## 3. SYLLABUS

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

**Section 1**. The Internet today and in the future
- Internet: birth, evolution and basic features
- E-mail (account creation) and World Wide Web
- Search engines, how they work and data search techniques to reduce the search space
- Deep and Dark web
- Internet of things, control and automation with Arduino and Raspberry Pi3
- The impact of the internet on modern society and the internet in the future

**Section 2**. Internet ethics
- Ethics in the use of computer systems and ethical dilemmas of robotics, ethics and cybernetics
- Computer ethics and information, ethical use of internet and education
- Negative effects of digital technology on the fields of work, health and environment
- Cybercrime and computer ethics, professional responsibility and global ethics of information
- Blogs, social media and journalism
- Internet security issues for parents, educators and students
- Using cloud systems

**Section 3**. The electronic crime
- Forms of cybercrime such as unauthorized access, malware spreading, blocking or disabling of computer operation
- Forms of cybercrime such as content violations, unauthorized change - falsification of data or software to gain benefits, illegal and/or inappropriate use of communication
- Data security of e-mail, web and e-voting
- Child protection, cyber police, legislative interventions and legislation on electronic communication and transmitted information
- Proper and secure use of e-mail and social media
- Intellectual property in the Internet and creative commons licensing

**Section 4**. The privacy
- The importance of privacy, privacy and information technology – the anonymity
- The protection of privacy from the existing legal framework, the privacy on the internet and its violations
- The privacy in social media, Facebook and mobile telephony
- Privacy violations and cybercrime, personal data, control and internet behavior, the use of Cookies
- The focus of collecting and maintaining personal information, the right to be forgotten and Google
- Information, privacy, internet and Democracy, online activism
- Unauthorized transmission of personal information
- Big data, privacy and privacy preserving rules

| | Browser settings for safe browsing and privacy protection settings on social media |
|---|---|

## 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY**<br>*Face-to-face, Distance learning, etc.* | Face-to-face (lectures, practice, discussion, examples, demonstration). |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**<br>*Use of ICT in teaching, laboratory education, communication with students* | Lectures and presentation via PowerPoint.<br>Internet.<br>Communication with students via e-mail.<br>Learning process support through e-class platform. |
| **TEACHING METHODS**<br>*The manner and methods of teaching are described in detail.*<br>*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.*<br><br>*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>13</td></tr><tr><td>Practice, demonstration, discussion</td><td>26</td></tr><tr><td>Study, preparation and writing individual exercises or exercises in small groups</td><td>39</td></tr><tr><td>Autonomous study</td><td>44</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td><strong>Course total</strong></td><td><strong>125</strong></td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION**<br><br>*Description of the evaluation procedure*<br><br>*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*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Evaluation language: Greek (and English for Erasmus students).<br>Evaluation:<br>1. Individual essays or essays in groups, in relation with search, organization and presentation of specific information (50% of the final grade).<br>2. Written final examinations, with groups of exercises with 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.<br>Assessment criteria are available via e-class and the teacher's personal webpage. |

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*
● Panagiotakopoulos, C. (2018). *Internet Ethics and Electronic Crime*. Athens: Papazisis Publications.
● Sideri, M. (2013). *The Facebook's book. A guide for innocent users*. Athens: Kleidarithmos Publications.
● Vryzas, K., Tsitouridou, M. (2014). *Communication Technologies and the Young*. Athens: Dardanos Publications.
● Schmidt, E., Cohen, J. (2014). *The New Digital Age. Transforming Nations, Businesses, and Our Lives*. Athens: Diavlos Publications.
● Vafopoulos, M. (2013). *How will I live with the Internet? A cohabitation framework for parents, teachers and every user*. Athens: Metaihmio Publications.
● Sfakianakis, E. (2016). *The internet' code*. Athens: All About Internet Publications.
● Selected articles from journals.

# COURSE OUTLINE ESW_318

## 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_318 **SEMESTER** 5th |
| **COURSE TITLE** | MUSIC AND ITS ROLE IN SOCIETY |

| 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 - SEMINARS | 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 GENERAL KNOWLEDGE |
| **PREREQUISITE COURSES:** | NO |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | YES (in English and French) |
| **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* <br> ● *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* <br> ● *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* <br> ● *Guidelines for writing Learning Outcomes* |

The students at the end of the semester should be able to identify, analyse and compare:
- The Ancient Greek Music
- The Byzantine Music
- The Music of Medieval period
- The Music of Renaissance
- The Music of Baroque and pre-Classic period
- The Galant Music
- The Music of Classic era

**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…* |
| | *.......* |

- Individual work

- Ability of criticism
- Ability of analysis and synthesis
- Promotion of inductive thinking

## 3. SYLLABUS

Extensive reference is made to:
- The music of ancient Greece (metrics, modes, ethics of music (according to Aristotle), influence on "parts of the soul" (by Plato), origin of music (from mythology), kinds, characteristics)
- The Byzantine music (origin, notation, characteristics)
- The music of the Middle Ages, its origins, the factors that determined its characteristics and the stages of its development from the Middle Ages to the Renaissance
- The Renaissance music and the contribution of the humanist movement
- The music of the Baroque era (early, mature, pre-Classical)
- The Galant style and the "sentimentalism in music"
- The music of the Classic era and the factors that contributed to its creation (the Enlightenment movement, socio-political changes)

## 4. TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY** <br> *Face-to-face, Distance learning, etc.* | In classroom |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** <br> *Use of ICT in teaching, laboratory education, communication with students* | • Use of technologies for listening to music works and comparative study where appropriate <br> • Power-point for presentations. |
| **TEACHING METHODS** <br> *The manner and methods of teaching are described in detail.* <br> *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.* <br><br> *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 - Seminars</td><td>10</td></tr><tr><td>Comparative issues</td><td>12</td></tr><tr><td>Case study</td><td>17</td></tr><tr><td>Study of topic</td><td>20</td></tr><tr><td>Individual work</td><td>63</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>Course total</td><td>***125***</td></tr></table> |
| **STUDENT PERFORMANCE EVALUATION** <br> *Description of the evaluation procedure* <br> *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 <br> (English and French for Erasmus students). <br><br> • Written examination consisting of questions (80%) <br><br> • Individual work and presentation in the classroom, using power-point (20%) <br> *(on a topic concerning the comparison of music elements with ones of other arts or factors that influenced and contributed to the characteristics of music in a particular period).* |

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography: Headington «Ιστορία της Δυτικής Μουσικής», τόμος α΄, εκδ.Gutenberg*
*Μ. Γρηγορίου «Μουσική για παιδιά και για έξυπνους μεγάλους», τόμος β΄, εκδ. Νεφέλη*
*Κ. Nef «Ιστορία της μουσικής» εκδ.Βότση*
*Ε. Βυλερμόζ «Ιστορία της μουσικής», τόμος 1, εκδ. Υποδομή*

*- Related academic journals:*

# COURSE OUTLINE ESW_319

## 1. GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITY AND SOCIAL SCIENCES |
| **DEPARTMENT** | DEPARTMENT OF EDUCATION AND SOCIAL WORK |
| **LEVEL OF COURSE** | UNDERGRADUATE |

| **COURSE CODE** | ESW_319 | **SEMESTER OF STUDIES** | 1st |
|---|---|---|---|

| **COURSE TITLE** | CREATIVE METHOD OF RHYTHM AND THEATRICAL PLAY |
|---|---|

| **INDEPENDENT TEACHING ACTIVITIES** *σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| Lectures, seminars and laboratory work | 3 | 5 |
| | | |
| *Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.* | | |

| **COURSE TYPE** *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων* | COURSE CHOICE Field of Science (Arts in Education) Knowledge, Skills Development, Changes in Attitudes |
|---|---|
| **PREREQUISITE COURSES:** | There are n' t |
| **TEACHING AND ASSESSMENT LANGUAGE:** | GREEK |
| **THE COURSE IS OFFERED TO ERASMUS STUDENTS** | YES (English and Bulgarian languages) |
| **COURSE WEBPAGE (URL)** | https://eclass.upatras.gr/courses/PDE1464/ |

## 2. LEARNING OUTCOMES

**Leraning outcomes**

*Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.*

*Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)*

● *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*

● *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β*

● *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*

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

1. Describe, distinguish and compare basic senses related to rhythm and theatrical game
2. Use sufficiently their means of expression (body and speech)
3. Collect, organize, analyze and come up with ideas about the 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 and development using rhythm and theatrical game as basic tool.

**General Abilities**

*Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.*

| | |
|---|---|
| *Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών* | *Σχεδιασμός και διαχείριση έργων* *Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα* |
| | *Σεβασμός στο φυσικό περιβάλλον* |
| *Προσαρμογή σε νέες καταστάσεις* | *Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και* |
| *Λήψη αποφάσεων* | *ευαισθησίας σε θέματα φύλου* |

1. Basic and also specialized knowledge about the creative method of rhythm and theatrical game as an educational tool within the framework of primary education.
2. Ability to cooperate and work in group and basic knowledge in encouragement of a group using rhythm and theatrical game.
3. Ability to exercise prolific criticism and self-criticism
4. Promoting creativity, imagination and inductive reasoning.
5. Ability to apply knowledge to practice.

## 3. COURSE CONTENT

The subject evolves in the following 14 Chapters:
Ch. 1: Art – Definitions
Ch. 2: Aesthetical Education – Rhythm and theatre
Ch. 3: Rhythmical game – Dalcroze System and Orff System
Ch. 4: Trends and currents of Theatre in Education
Ch. 5: Group, relations and communication in theatrical game
Ch. 6: Structure of theatrical game
Ch. 7: Theatrical game – technique of implementation
Ch. 8: Theatrical techniques used in the method of theatrical game
Ch. 9: Movement improvisation and J. G. Thulin method
Ch. 10: Mime and pantomime - Mask, movement and expression
Ch. 11: Puppet and puppet-theatre
Ch. 12: Fairy tale and narration
Ch. 13: Creative writing and stage performance of a non theatrical text
Ch. 14: Theatrical game as an educational model

## 4. TEACHING AND LEARNING METHODS - ASSESSMENT

| **TEACHING METHOD** <br> *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.* | Lectures, seminars and laboratory work face to face. |
|---|---|
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES** <br> *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές* | *SYNTHETIC ORGANIC CHEMISTRY* <br> Use of Information and Communication Technologies (ICT) (eg powerpoint, video) in teaching. |
| **TEACHING ORGANIZATION** <br> *Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.* <br> *Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.* <br><br> *Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS* | <table><tr><td>***Δραστηριότητα***</td><td>***Φόρτος Εργασίας Εξα***</td></tr><tr><td>Lectures</td><td>19</td></tr><tr><td>Laboratory creative work/ biomatical exercises</td><td>20</td></tr><tr><td>Hours for private study of the students and preparation of creative -works</td><td>74</td></tr><tr><td>Tutorial seminar</td><td>3</td></tr><tr><td>Preparation for the Performance / performance</td><td>6</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>***Total number of hours***</td><td>***125***</td></tr></table> |
| **STUDENT ASSESSEMNT** <br> *Περιγραφή της διαδικασίας αξιολόγησης* <br><br> *Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία* | For the students: <br> 1. Active participation in course <br> 2. Observance work folder and work dairy/ reports following the completion of each laboratory creative work |

| | |
|---|---|
| *Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες*<br><br>*Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;* | 3. Preparation of a performance and participation in the performance as an intervention in the community.<br>4. Written examination after the end of the semester |

## 5.    RECOMMENDED LITERATURE

| |
|---|
| Γαλάνη Μ., (2010), *Δημιουργική μέθοδος θεατρικού παιχνιδιού*, εκδ. Έλλην, Αθήνα.<br>Ιωάννου Γ., (επιμ.) *Παραμύθια του λαού μας*, Ερμής, Αθήνα.<br>Καραμήτρου Κ. *Θέατρο θεωρία και πράξη – θεατρικό παιχνίδι*, Παπαζήσης, Αθήνα.<br>Levi - Strauss C., *Ο δρόμος της μάσκας*, μτφρ. Λεκανίδου-Βαδαλούκα Ρ.<br>Ματέυ Π., (1986) *Ρυθμική*, εκδ. Γ. Νάκας, Αθήνα.<br>Mueller W., *Παντομίμα*, Κάλβος, Αθήνα.<br>Mueller W., *Θέατρο του σώματος & commedia dell' arte,* University studio press.<br>Πελασγός Σ., (2008) *Τα μυστικά του παραμυθά. Μαθητεία στην τέχνη της προφορικής λογοτεχνίας και αφήγησης*, εκδ. Μεταίχμιο, Αθήνα.<br>Pavis P., *Λεξικό του θεάτρου*, Gutenberg, Αθήνα.<br>Σουλιώτης Μ., *Δημιουργική γραφή – Οδηγίες πλεύσεως* (Βιβλίο εκπαιδευτικού)  Υπουργείο Παιδείας και Πολιτισμού Κύπρου (Παιδαγωγικό Ινστιτούτο), Ελεύθερη διάθεση. |

# COURSE OUTLINE ESW_320

## (1) GENERAL

| | |
|---|---|
| **SCHOOL** | SCHOOL OF HUMANITIES AND SOCIAL SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK |
| **LEVEL OF STUDIES** | *UNDERGRADUATE* |
| **COURSE CODE** | **SEMESTER OF STUDY** 2nd |
| **COURSE TITLE** | DIDACTIC OF EARLY READING & WRITING |

| **INDEPENDENT TEACHING ACTIVITIES** <br> *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** <br> *general background, special background, specialised general knowledge, skills development* | Scientific area course (*Optional*) <br> *Skills development* |
| **PREREQUISITE COURSES:** | None |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes ( English language ) |
| **COURSE WEBSITE (URL)** | https://eclass.upatras.gr/courses/PN1479/ |

## (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*

Emergent literacy is directly connected with family literacy, so the aim of the lesson is to point out all these parametres, which are related with the specific practices used by children's closest environment in order to urge them to internalise literacy.

It involves a very interesting scientific area, while its outcomes can be of great assistance for the primary education teachers, in order to encourage them to adopt updated teaching practices and reinforce in this way the little children's emergent literacy.

Finally, it aims to bring out appropriate support practices, that will help the children's families cooperate in a more efficient way with the teachers, in order to improve the pre-schoolers' education.

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

- Report the purposes and the aims of the research concerning the practices of family literacy, especially in pre-school years.
- Explain the contribution of family literacy programmes to the reinforcement of the emergent literacy, which are orientated towards different social and cultural contexts.
- Refer and handle the matters of family literacy in a more critical and scientific way.
- Distinguish and justify the differences among the several literacy practices that apply in different family environments.
- Recognize a variety of ways of communicating and raising awareness of parents on issues related to physical literacy in the family environment
- Design and apply low range family literacy programmes.

- Plan and organise educational activities that support not only the cooperation between family and school, but also school and local community.

- Adaptation on new situations
- Decision-making
- Respect for Diversity and multiculturalism
- Teamwork
- Planning and management of projects.

## (3) SYLLABUS

- Family literacy as an area of research.
- Family literacy programmes.
- Evaluation of family literacy programmes.
- Literacy practices at home.
- Parents' beliefs on emergent literacy.
- Supporting reading at home.
- Family and kindergarten cooperation.
- Parents' involvement in literacy practices at kindergarten.

## (4) TEACHING and LEARNING METHODS - EVALUATION

| | |
|---|---|
| **DELIVERY** *Face-to-face, Distance learning, etc.* | In class lectures - teamwork projects |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | All class material available in class-web Communication via e-mail MS Office PowerPoint |
| **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)* |

| Activity | Semester workload |
|---|---|
| Lectures (8 from 13 lessons X 3 hours) | 24 |
| Team- work (5 from 13 lessons X 3 hours) | 15 |
| Project Work and presentation | 46 |
| Independent study | 40 |
| 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-* | I.Writing Final Exam ( 50% of grade) testing: II. Project (50%) |

| | |
|---|---|
| *ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*<br><br>*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | |

## (5) ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

Not greek bibliography available.

Relevant bibliography will be handed out  In each lesson ( articles, book chapters ect. )

*- Related academic journals: -*