



**DEPARTMENT OF EDUCATIONAL SCIENCES  
AND SOCIAL WORK**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**UNIVERSITY OF PATRAS**

## **COURSES OUTLINE**

**3<sup>rd</sup> YEAR**

**Semester 6th**

**Academic Year: 2021-2022**

**MAIN FIELD: TEACHERS OF PRIMARY  
EDUCATION**



## COURSE OUTLINE ESW\_305

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_305	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	DIDACTICS OF MATHEMATICS: THEORY and PRACTICE in MATHEMATICS TEACHING		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, practice		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Obligatory- Knowledge acquisition, skills development		
<b>PREREQUISITE COURSES:</b>	There are not prerequisite courses		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. Teaching may be however performed in English in case of foreign students attend the course.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1540">https://eclass.upatras.gr/courses/PDE1540</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completing the course students will have acquired:</p> <ol style="list-style-type: none"> <li>1. Deep knowledge of mathematical content and how it is organized.</li> <li>2. Essential pedagogical knowledge of the content; the ability to transform the mathematical content so that it is teachable and understood by their pupils.</li> <li>3. Positive attitude towards Mathematics. Teachers' personal beliefs and theories on mathematics and teaching and learning mathematics play a central role in their teaching practices.</li> </ol> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• Design "teaching situations" with particular emphasis on communication through the language of Mathematics: words, symbols, diagrams.</li> <li>• Select and implement important teaching goals.</li> <li>• Select and plan activities to achieve their learning objectives.</li> <li>• Listen and interpret the answers of their students.</li> <li>• indicate to their students what we consider to be "Mathematics" and what is "mathematical practice".</li> <li>• use mistakes as fertile soil for mathematical investigation.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• Working independently and in group</li> <li>• Decision making</li> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working in an interdisciplinary environment</li> <li>• Promotion of free, creative and inductive thinking</li> </ul>	

### 3. SYLLABUS

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

1. FROM THE TEACHER WHO APPLIES TO THE TEACHER WHO DESIGNS
  - The characteristics of a good teacher
  - Knowledge of the content
  - Pedagogical knowledge of the content
  - Teaching Maths for understanding
  - Examples of pedagogical handling of specific topics
2. DESIGN OF MATHEMATICS TEACHING: BASIC THEORETICAL PRINCIPLES
3. CREATING NATIONAL LEARNING ENVIRONMENTS IN CLASS
4. DESIGN OF EDUCATIONAL ACTIVITIES WITH LEARNING OBJECTIVES
5. THE ART OF QUESTIONING
6. KNOWLEDGE REQUIREMENTS FOR MATHEMATICAL ACTIVITIES
7. ORGANIZING OF THE TEACHING OF MATHEMATICS ACCORDING TO MODERN THEORY OF TEACHING
8. WHAT IS AND HOW TO ACQUIRE CRITICAL THOUGHT?
9. SENSE OF NUMBER
10. SENSE OF SPACE: SPACE AND SCHEMA
11. MATHEMATICS AND SOCIETY RELATIONS: MATHEMATICS AND MATHEMATICAL LITERACY
12. DIFFERENTIATED INSTRUCTION IN MATHEMATICS

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, practice, discussion, demonstration).	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Internet usage. Communication with students via e-mail. Learning process support through e-class platform.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory Practice, discussion	13
	Maths tasks	36
	Autonomous study	40
	Corrections, feedback, presentation of a research study or a teaching scenario	7
	Evaluation	3
<b>Course total</b>	<b>125</b>	
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Evaluation language: Greek (and English for Erasmus students) Evaluation:.	

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> <li>1. Written final examination (70% of the grade).</li> <li>2. Laboratory tasks (30% of the grade).</li> </ol>
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**5. ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

1. Koleza, E. (2017). Theory and Practice in Mathematics Teaching, Gutenberg
2. Koleza, E. (2000). Epistemological and didactical approach of basic mathematical concepts, Leader Books

## COURSE OUTLINE ESW\_323

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>		<b>SEMESTER</b>	6 <sup>th</sup> (Sixth)
<b>COURSE TITLE</b>	Educational Policy Planning and Human Resources Development		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science / Special background (Compulsory course status)		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. Teaching may be however performed in English in case foreign students attend the course.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1378/">https://eclass.upatras.gr/courses/PDE1378/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> <li>• analyse the theoretical framework supporting Educational and Social Policy Planning and its support with Greek and international research data,</li> <li>• present and critically analyse the basic principles of Educational and Social Policy Planning based on the optimal distribution of the scarce resources available and the choice of the best solution from the various alternatives, based mainly on the criteria of social justice, equality of opportunities, effectiveness, efficiency, etc.,</li> <li>• have developed the appropriate skills in implementing the techniques and methods adopted and related to social demand for education, analysis of employment structure, economic efficiency of education, human resource requirements, international comparisons, and with the mechanisms for selecting, guiding and 'designing' student flows, the analysis of Social Indicators, the design and implementation of social policy programmes and the method of Empowerment evaluation,</li> <li>• look for and identify relevant material from specialised websites.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>      <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i></p>

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

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

- Basic and specialised knowledge of the fields of Educational Planning, Social Policy Planning and Human Resources Development for the design of respective policies,
- Ability to search, analyse and synthesise relevant data and information on wider planning issues and educational policies, using the necessary technologies,
- Adaptation to new situations,
- Decision making,
- Autonomous (Independent) work,
- Group work,
- Exercise of criticism and self-criticism,
- Promotion of free, creative and inductive thinking,
- Respect for diversity and multiculturalism,
- Work design and management.

### 3. SYLLABUS

The course develops into three components/parts:

**Part A. Lectures 1-4:** The main issues of 'Educational Planning, Social Policy Planning and Human Resource Development' in contemporary literature. Clarification of terms. Methods and practices. The concepts of efficiency and effectiveness. Examples of use of analytical tools in educational and social policy issues. The demand for education. The economic value of education and its assessment. Human capital and European education policy.

**Part B. Lectures 5-8:** The contribution of education to economic growth. Education and income distribution. Cost-Benefit Analysis. Private and social rates of return. Cost types and their calculation. The approach of human resources planning in the Greek educational policy. Financing models. Student support/subsidies: Grants, loans or scholarships. Funding with payment orders - educational coupons. Technical vocational education and training. Cost-Effectiveness Analysis. Social Indicators. The design and implementation of social policy programmes and the method of Empowerment evaluation.

**Part C. Lectures 9-13:** Students' essays (optional) presentations with critical approach and dialogue.

### 4. TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, active discussions, presentation of student home-works.		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Linking to specialised websites of the European Union and other national and supranational organisations, Use of Power-points, E-class material.		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Activity</b></td> <td style="text-align: center;"><b>Semester Workload</b></td> </tr> </table>	<b>Activity</b>	<b>Semester Workload</b>
<b>Activity</b>	<b>Semester Workload</b>		

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	Lectures and active discussions (on the basis of teaching and presentations) (3 conduct hours per week x 13 weeks)	39
	Hours for private study of the student and preparation of home-works	83
	Final examination (3 conduct hours)	3
	<b>Course total</b>	<b>125</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> <li>1. Optionally, preparation of one home-work (preferably from groups of two up to three students each) on a variety of topics with specific specifications and content structure; some are selected and they are presented and discussed as part of the course lectures. Maximum grading of the home-works is 3 which is added to the grade obtained in the final written examination (see below).</li> <li>2. Written examination after the end of the semester - final grade, unless the student participated in the preparation of home-works during the semester. In that case, the mark of the home-works is added to the final examination mark, provided that the student has secured at least the grade 4. The written examination refers to groups of subjects that are not common to all students but have a common structure and form. The content of the examination is organised mainly with judgement questions, which require short answers. <ul style="list-style-type: none"> <li>● Minimum passing grade: 5.</li> <li>● Assessment criteria are communicated from the beginning of the course to students and are accessible through e-class.</li> <li>● Student assessment language: Greek (can be done in English for foreign students).</li> </ul> </li> </ol>	

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Karajia-Stavlioti E. and Lambropoulos H. (2006). *Evaluation, Effectiveness and Quality in Education: Educational Planning and Economy*, Gutenberg, Athens. (in Greek)
- Psacharopoulos G. (1999). *Economics of Education*, Papazisis, Athens. (in Greek)
- Dimoulas K. (2017). *Methods of Planning, Auditing and Evaluation of Social Policy Programmes* (lectures' notes), Panteion University of Social and Political Sciences, Department of Social Policy, Athens. (in Greek)

- Related academic journals:

- Selected journal articles, publications and notes communicated during the course.

## COURSE OUTLINE ESW\_324

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_324	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	European Educational Policy		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, laboratory exercises	2 hours teaching + 1 hour exercises	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>	Educational Policy, Sociology of Education		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (French or English -for incoming Erasmus students ).		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1326/">https://eclass.upatras.gr/courses/PDE1326/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Describe and argue on issues concerning the European Union and European Educational Policy</li> <li>• They can interpret and develop arguments about the existence and development of a EEP</li> <li>• They can connect the EEPs with the corresponding Greek ones and analyze the Greek educational reality that results.</li> </ul> <p>Expected learning outcomes are to:</p> <ul style="list-style-type: none"> <li>• Recall and use basic conceptual knowledge concerning the EU and the EEP.</li> <li>• Critically analyze both theoretical knowledge and their applications in practice</li> <li>• Further develop knowledge in the field of European Educational Policy.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>



<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
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Generally, by the end of this course the students will, furthermore, develop the following general abilities:

- Ability to apply knowledge in practice
- Knowledge and understanding of the EU and the EU
- Ability to research and analyze information from a variety of sources

### 3. SYLLABUS

The course develops into two components/parts:  
The first section is an overview of EU development in general.  
The second section examines the creation and development of an EEP per decade from 1950 onwards with an emphasis on 2000 and beyond.

### 4. TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face												
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class materials.												
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Laboratory + exercises</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Independent work</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and active discussions	36	Laboratory + exercises	36	Independent work	50	Exams	3	<b>Course total</b>	<b>125</b>
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and active discussions	36												
Laboratory + exercises	36												
Independent work	50												
Exams	3												
<b>Course total</b>	<b>125</b>												
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are assessed as follows: 1. Written examination after the end of the semester 2. Active Participation in the course												

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Stamelos G. & Vassilopoulos A. 2013. *Policies of Lifelong Learning in the Context of European Gouvernamentality. The Greek Case.* Athens: Dionikos.
2. Stamelos G. & Vassilopoulos A. 2004. *European Educational Policy.* Athens: Metaihmio.
3. Prokou E. 2009. *Adult Education and Lifelong Learning in Europe and in Greece.* Athens: Dionikos

## COURSE OUTLINE ESW\_325

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate studies		
<b>COURSE CODE</b>	ESW_325	<b>SEMESTER OF STUDIES</b>	6th
<b>COURSE TITLE</b>	Psycholinguistics II		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
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			
Lectures		3	5
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
<b>COURSE TYPE</b>	Scientific area, Skills development		
<i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>			
<b>PREREQUISITE COURSES:</b>	Psycholinguistics: The development of the basic language processing skills		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (English and French)		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1384/">https://eclass.upatras.gr/courses/PDE1384/</a>		

### 2. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>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.</i></p> <p><i>Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</i></p> <ul style="list-style-type: none"> <li>• <i>Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</i></li> <li>• <i>Περιγραφικοί Δείκτες Επιπέδων 6, 7 &amp; 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β</i></li> <li>• <i>Περίληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων</i></li> </ul> <p>After completing the course, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify knowledge of theoretical models (e.g., psycholinguistic, cognitive neuropsychological) of bilingualism</li> <li>• Name the current advances in the study of bilingualism with particular reference to psycholinguistic aspects of using two or more languages</li> <li>• Critically analyze data relevant to second language acquisition and processing collected by themselves from natural conversational or institutional settings to test or shed light on hypotheses</li> <li>• Make connection between typical and atypical language development and language processing</li> <li>• Systematically compare and describe the manner in which various kinds of language disorders in children differ as to the level of linguistic analysis involved (problems in phonology, morphology, syntax, semantics and pragmatics)</li> <li>• Distinguish among the multiple causes of language disorders in children and adolescents</li> </ul>
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- Distinguish among the various kinds of language disorders those of greatest needs for intervention
- Justify the selection of specific methods for the study of language disorders in children and adolescents
- Think critically about research: read articles, review the literature, and to summarize research in writing
- Understand, 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 πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας

και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

Information search skills

Critical reading

Literature review and synthesis

Presentation skills

Independent study

Cooperative study

Promotion of critical thinking

### 3. COURSE CONTENT

The content of this course is intricately linked with the course “Psycholinguistics I: the development of basic skills of language processing”.

Topics studied in the course include: Bilingualism: Major theoretical models and current advances in the study of bilingualism. Bilingual acquisition and bilingual processing. Atypical language development and processing (children with sensory processing disorder, children with autism spectrum disorder, ADHD, Specific language impairment and others). Methods for the study of developmental language disorders in children and adolescents. Etiologies of developmental language disorders in children and adolescents including neurological, psychological, developmental, and linguistic bases. Characteristics of developmental language disorders. Contrasting typical and atypical language development and language processing.

### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Face-to-face teaching (lectures), class discussions, workshop-style pair work and group work during class meetings, practical training .
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Power point presentations Use of internet

<p>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	<p>Use of relevant web sites Use of e-class electronic platform</p>												
<p><b>TEACHING ORGANIZATION</b></p> <p>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>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</p>	<table border="1"> <thead> <tr> <th data-bbox="705 300 1153 331"><i>Teaching Method</i></th> <th data-bbox="1158 300 1393 331"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="705 338 1153 369">Lectures</td> <td data-bbox="1158 338 1393 369">62</td> </tr> <tr> <td data-bbox="705 376 1153 407">Video-based class discussions</td> <td data-bbox="1158 376 1393 407">30</td> </tr> <tr> <td data-bbox="705 414 1153 445">Independent study</td> <td data-bbox="1158 414 1393 445">30</td> </tr> <tr> <td data-bbox="705 452 1153 483">Assessment</td> <td data-bbox="1158 452 1393 483">3</td> </tr> <tr> <td data-bbox="705 490 1153 521"><b>Total number of hours for the Course</b></td> <td data-bbox="1158 490 1393 521"><b>125</b></td> </tr> </tbody> </table>	<i>Teaching Method</i>	<i>Semester Workload</i>	Lectures	62	Video-based class discussions	30	Independent study	30	Assessment	3	<b>Total number of hours for the Course</b>	<b>125</b>
<i>Teaching Method</i>	<i>Semester Workload</i>												
Lectures	62												
Video-based class discussions	30												
Independent study	30												
Assessment	3												
<b>Total number of hours for the Course</b>	<b>125</b>												
<p><b>STUDENT ASSESSMENT</b></p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>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</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>Evaluation will be based on a final exam. The format of the final exam will be either multiple-choice or short answer or essay style.</p>												

## 5. RECOMMENDED LITERATURE

<ul style="list-style-type: none"> <li>• Kail, M., (2019) <i>Η κατάρκτηση της Γλώσσας</i>. Επιστημονική επιμέλεια: Κ. Διακογιώργη. Gutenberg. Τίτλος πρωτοτύπου: <i>L' acquisition du langage: «Que sais-je?»</i> n° 3939. (2015). Presses Universitaires de France .</li> <li>• Ράλλη, Α. (2019). <i>Γλωσσική Ανάπτυξη: Βρεφική, Παιδική και Εφηβική Ηλικία</i>. Gutenberg</li> <li>• Hoff, E. (2020). Γλωσσική ανάπτυξη. Επιστημονική επιμέλεια: Δ. Παπαδοπούλου και Μ. Μαρτζούκου. Broken Hill Publishers. Τίτλος πρωτοτύπου: <i>Language development (5th ed.)</i> (2014). Belmont, CA: Wadsworth Cengage Learning.</li> <li>• Ανδρέου, Γ. (2012). <i>Γλώσσα: Θεωρητική και Μεθοδολογική Προσέγγιση</i>. Πεδίο.</li> <li>• Κατή, Δ. (2009). <i>Γλώσσα και Επικοινωνία στο παιδί</i>. Οδυσσεάς.</li> <li>• Παπαηλιού, Χ. Φ. (2005). Η Ανάπτυξη της Γλώσσας: Θεωρητικές προσεγγίσεις και ερευνητικά δεδομένα από την τυπική και αποκλίνουσα γλωσσική συμπεριφορά. Αθήνα: Παπαζήσης.</li> <li>• Kroll, J. R. &amp; de Groot, A. M. B. (eds.) (2005). <i>Handbook of bilingualism: Psycholinguistic approaches</i>. Oxford &amp; New York: Oxford University Press.</li> <li>• Norbury, C. F., Tomblin, J. B., &amp; Bishop, D. V. M. (2013). <i>Κατανοώντας τις αναπτυξιακές Γλωσσικές Διαταραχές</i>. Επιμέλεια: Α. Μ. Ράλλη και Ο. Παληκαρά. Εκδόσεις Gutenberg.</li> <li>• Bishop, Dorothy. &amp; Leonard, Laurence (eds). (2000). <i>Speech and Language Impairments in Children. Causes Characteristics, Intervention and Outcome</i>. Psychology Press.</li> <li>• Paul, R. (2012). <i>Language Disorders from Infancy Through Adolescence</i>. Elsevier Health Sciences.</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>• Journal of Experimental Psychology: Learning, Memory and Cognition</li> <li>• Bilingualism: Language and Cognition</li> <li>• Memory &amp; Cognition</li> </ul>
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- Language Learning
- Journal of Psycholinguistic Research
- Applied Psycholinguistics
- Journal of Memory and Language
- Journal of Speech, Language, and Hearing Research
- Topics in Language Disorders
- International Journal of Language & Communication Disorders
- Journal of Communication Disorders

## COURSE OUTLINE ESW\_326

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_326</b>	<b>SEMESTER</b>	<b>6<sup>th</sup></b>
<b>COURSE TITLE</b>	Cross Cultural Psychology: The individual in the world		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, workshop activities, theory applications in everyday life		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective course: Specialised education in understanding and using cross-cultural findings, skills-development in cross-cultural understanding		
<b>PREREQUISITE COURSES:</b>	Research Methodology in Psychology, Statistics, Social Psychology: The individual as group member		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1410/">https://eclass.upatras.gr/courses/PDE1410/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>Students will be able to identify different cultural perspectives on psychological phenomena and behaviors after completing the course. They will be trained to present the content of empirical intercultural comparisons and to analyze their useful or not value for the professional life of the teacher. Specifically, students are expected to:</p> <ul style="list-style-type: none"> <li>• identify the steps, the characteristics and the consequences of the cross-cultural interaction and adjustment either in cases of intra country immigration</li> <li>• interpret how culture affects the individuals' attitudes, values, attributions to various forms of behavior</li> <li>• explain the universal power of inter-gender differences, personality and emotional expression</li> <li>• to distinguish through their lifelong learning which cross-cultural research are valid, what their exact meaning is and their utility to teaching and more.</li> </ul>										
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>									
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>									
<i>Decision-making</i>	<i>Respect for the natural environment</i>									
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>									
<i>Team work</i>	<i>Criticism and self-criticism</i>									

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

  

- 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

The course aims at studying the relationship between cultural context and human overt (actions and responses) and covert (beliefs, attitudes, emotions) behavior. The study of the psychological importance of cultural differences has increased recently. This course examines the psychological implications of cultural differences and of contact among members of different cultures. It considers the role which psychological research and theory as deriving from the most extended pool of findings can play in advancing cross cultural understanding. Topics addressed are: Studying behavior across cultures; Methodology of Cross Cultural Psychology; Characteristics and consequences of Cross Cultural Interaction; Acculturation; Concept of culture: Dimensions and definitions; Cross-cultural dimensions for culture comparison; Intergender differences, Personality, Emotion: Cross-cultural Validity;. Self-concept: Independent versus interdependent; Social Cognition and Attribution theory in Different Cultures.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures, interactive teaching, workshop with conversation with the students on video display material so that theory is applied in everyday situations, essay writing	36
	Essay writing	3
	Study of bibliography/fieldwork	85
	Exams	1
	Course total	125



<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students performance evaluations is carried out in either upon students' choice:</p> <ol style="list-style-type: none"> <li>1. Written exams at the end of the semester with open books, as the question (containing the description of an everyday life situation at school) demands thorough understanding of the reading material, the ability of criticism, synthesis and application on the situation in hand, or</li> <li>2. Weekly reports on activities that require comprehension of the topic of the week and carry out of an assignment presented to students during class that would ask students to apply this piece of knowledge in everyday circumstances. The mean score of these reports constitutes the grade for the course. Limited number of students.</li> </ol>
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## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Goldstein, S. (2008). Cross-cultural explorations: Activities in culture and psychology. Allyn & Bacon.
- Matsumoto, D., & Juang, L. (2008). *Culture and psychology*. Thomson Wadsworth
- Papastyliauou, A. (2012). *Diapolitismikes diadromes. [Cross-Cultural Paths]*. Athens: Gutenberg.
- Shiraev, E. B. and Levy, D. A. (2007). Cross-cultural psychology: Critical thinking and contemporary applications. Allyn & Bacon.
- Smith, P. B., & Bond, M. H. (2011). *Diapolitismiki Koinoniki Psychologia. [Cross-Cultural Psychology]*. (V.Kargou, Trans.). Athens: Gutenberg. (Original Work Published 1997).
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: Living and working in a changing world*. Sage.

## COURSE OUTLINE ESW\_327

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_327	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Social Psychology: Group dynamics		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, conversation, oral participation of students in the class		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective course: Specialised education in understanding group thinking and functioning		
<b>PREREQUISITE COURSES:</b>	Introduction to Psychology, Developmental Psychology, Cognitive processes and brain, Research Methodology in Psychology, Statistics, Social Psychology: The individual as group member		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (English)		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the end of this course, students are expected to recognize the social psychological approach to the individual's behavior as deriving from his/her social group identity within a or/and towards other social groups. How a leader guides and supports a group, the kind of decisions that members as a group take as opposed to the individual' decision, the way social groups present themselves and interact within different cultural contexts fall in the main domains of social psychology. Specifically, students are expected to: appreciate and identify the features that hold a social group together in their everyday personal experience as well as the most effective type of leadership as related to the cultural context; explain when and how minorities have the ability to influence majorities and vice versa; interpret the group members' automated cognitive and behavioral processes that evoke prejudice and discrimination; focus on how language works in normal interpersonal communication as well as in aggressive and violent behavior in their everyday lives; succeed in their effort to perform or enhance prosocial behavior</p>
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

### 3. SYLLABUS

This course is designed to provide students with a thorough overview of social psychological principles and theories regarding social group members' cognitive processes, emotions and behavior as deriving from their group memberships. Intragroup processes as opposed to intergroup processes are the focus of this course. Specific topics covered are: Group Dynamics; Definition, formation and development of social group; Leadership, Group decision making; Aggression; Prosocial behavior; Attraction and Close Relationships; Culture; Language and communication

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	lectures, tutorials, placement, interactive teaching	39
	Study of bibliography	84
	Written exams	2
	Course total	125
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	The evaluation procedure consists of written exams at the end of semester. It comprises short-answer questions seeking how well basic knowledge are comprehended requiring everyday life examples for the topics examined. Problem-solving questions are also included. Students are asked to apply theoretical issues in specific school life situations that are given.	

*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.*

## **5. ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

*- Related academic journals:*

Aronson, E., Wilson, T. D. & Sommers, S.R. (2019). *Koinoniki Psychologia*. [Social Psychology]. (G. Konstadinides, Trans.). Athens: Tziolas. (Original work published 2018)

Papastamou, S., Kafetsios, K, Kordoutis, P., Keskinis, K., Barbopoulou, D., Sakalaki, M., Gardikiotis, A., Gari, A., Anastasopoulou, A., Adamopoulos, G., Pavlopoulos, V., Kakaletis, P., Riga, A.V., Madoglou, A. & Melista, A. (2010). *Koinoniki noisi, skepsi kai syberifora* [Social cognition, thinking and behavior]. Αθήνα: Εκδόσεις Πεδίο

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\_328

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>ACADEMIC UNIT</b>			
<b>LEVEL OF STUDIES</b>	• <b>Undergraduate Study</b>		
<b>COURSE CODE</b>	ESW_328	<b>SEMESTER</b>	6o
<b>COURSE TITLE</b>	<b>Positive Psychology</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	By choice		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>										
<p><i>After completion of the course students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. <i>Adopt positive thinking. They will be able to help people become better and happier and to promote the well-being, prosperity, and development of people so that they can enjoy their lives as much as possible.</i></li> <li>2. <i>Adopt behaviours in harmony with the natural and social environment.</i></li> <li>3. <i>Apply positive communication.</i></li> </ol>										
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; vertical-align: top;"><i>Project planning and management</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Adapting to new situations</i></td> <td style="vertical-align: top;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Decision-making</i></td> <td style="vertical-align: top;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Working independently</i></td> <td style="vertical-align: top;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="vertical-align: top;"><i>Team work</i></td> <td style="vertical-align: top;"><i>Criticism and self-criticism</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>									
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>									
<i>Decision-making</i>	<i>Respect for the natural environment</i>									
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>									
<i>Team work</i>	<i>Criticism and self-criticism</i>									

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• Work alone</li> <li>• Teamwork</li> <li>• Decision making</li> <li>• Communication skills</li> <li>• Promoting free, creative and positive thinking</li> </ul>	

### 3. SYLLABUS

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

#### Section 1. General characteristics

Laboratory 1. Introduction to Positive Psychology

Laboratory 2. The philosophical and historical origins of positive psychology

Laboratory 3. Basic concepts of Positive Psychology

#### Section 2. Applications

Laboratory 4. Applications of Positive Psychology

Laboratory 5. Positive psychology in education

Laboratory 6. Positive Psychology and Organizational Culture: Positive Organizational Culture

#### Section 3. Dealing strategies

Laboratory 7. Strategies for dealing with life's difficulties in shaping durability

Laboratory 8. Positive elements of character and virtues

Laboratory 9. Positive psychology: Positive emotions

Laboratory 10. Positive emotions and chronic diseases

Laboratory 11. Positive Psychology from an Intercultural Perspective

#### Section 4. Individual development and prosperity

Laboratory 12. Positive psychology and emotional intelligence

Laboratory 13. Positive psychology and measurement of positive emotions

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face (lectures, laboratory exercises, demonstration, and discussion).	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the internet. Course presentations with PowerPoint slides. Utilization of appropriate websites. Learning process support via the online e-class platform	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13
	Laboratory exercise	26

<p><i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Individual work in selected activities	36
	Autonomous study	40
	Corrections after feedback and presentation of research work or teaching scenario or experiential exercise	7
	Evaluation (written exams or job presentation)	3
	Course Total (25 hours of workload per credit unit)	125
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Greek assessment language</p> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Written final exam or research study (100%).</li> </ul>	

## 5. ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

- *Anastasios Stalikas, Paschalia Mitskidou (2011) "Introduction to Positive Psychology", Topos Publications*
- *HEFFERON KATE, BONIWELL ILONA (2019). "Positive Psychology. Theory, Research and Applications »GUTENBERG Publications.*
- *Keyes CLM and Haidt J, eds. Flourishing: Positive Psychology and the Life Well Lived (American Psychological Association, 2002).*
- *Lopez SJ and Snyder CR, eds. Positive Psychological Assessment: A Handbook of Models and Measures (American Psychological Association, 2003).*

## COURSE OUTLINE ESW\_329

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_329	<b>SEMESTER</b>	6 <sup>th</sup> semester
<b>COURSE TITLE</b>	Education and Gender		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional – Acquisition of knowledge, skills development and change in attitudes		
<b>PREREQUISITE COURSES:</b>	There aren't any		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1513/">https://eclass.upatras.gr/courses/PDE1513/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>By the end of the course, the students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and interpret sociologically the reasoning behind the mechanisms that define the position of women in society and their progress in the educational field.</li> <li>• Describe, analyse and explain the historic-sociological dimension of the establishment, growth and development of the education of women in Greece.</li> <li>• Analyse, compose, deepen, compare as well as critically approach the contemporary problematic related to gender and the contribution of the educational mechanism to the formation of stereotypes in space and time.</li> </ul>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	



1. Analysis and synthesis
2. Independent work
3. Team work
4. Criticism and self-criticism
5. Production of free, creative and inductive thinking
6. Showing social, professional and ethical responsibility and sensitivity to gender issues

### 3. SYLLABUS

- Presentation and explanation of introductory – fundamental concepts in the Sociology of Gender.
- Feminist theories
- Theories on the differences between the two genders
  - The beginnings of the education of women in Greece during the 19<sup>th</sup> century (Primary, Secondary, Tertiary education)

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (Lectures, discussion of issues, analysis of and critical approach to certain visual texts – videos, films)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching  Power – points  Support of the learning process through the electronic platform eclass	
<b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures – discussions based on the course thematic	36
	Laboratory type exercises (processing of and responses to questions, topics, visual texts) that pertain to the course modules.	24
	Study and analysis of bibliography	20
	Independent study	45
	Course total	<b>125</b>

<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation – Greek</p> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Final written examination which contains two sections of questions: Questions that pertain to the course thematic, while the second contains judgement questions. The topics are the same for all students with the same form and structure. Each section of questions corresponds to 50% of the final mark.</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>• Empirical research and report (10.000 words, 100% of the final mark)</li> </ul>
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## 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Deligianni, V., &amp; Ziogou, S. (eds.) (1999). <i>Education and Gender</i>, Vania pub., Thessaloniki.</li> <li>• Arnot, M., (2004). <i>Reproduction processes and gender – Educational Theory and feminist politics</i>, Metaichmio pub., Athens.</li> <li>• Evans M., (2004). <i>Gender and social theory</i>, Metaichmio pub., Athens.</li> <li>• Bryson V., (2005). <i>Feminist political theory</i>, Metaichmio pub., Athens.</li> <li>• Selected journal articles, such as: <ul style="list-style-type: none"> <li>✓ Assimaki, A., Koustourakis, G., &amp; Papaspyropoulou, K. (2012). Female faculty members in the field of electrical and computer engineering: the case of Greek Universities. <i>Problems of education in the 21<sup>st</sup> century</i>, 39, 15-28.</li> <li>✓ Assimaki, A., Zenzefilis, V., &amp; Koustourakis, G. (2016). The access and development of female Academics in the university field in Greece. University of Patras case study. <i>Open Journal of Social Sciences</i>, 4(3), 150-162.</li> </ul> </li> </ul>
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## COURSE OUTLINE ESW\_423

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_423	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	INCLUSION OF STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS - THEORY AND PRACTICE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, practice	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized background and skills development		
<b>PREREQUISITE COURSES:</b>	INTRODUCTION TO SPECIAL EDUCATION		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/">https://eclass.upatras.gr/courses/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of the course is to develop an understanding of the social, emotional, cognitive and academic needs of pupils with special needs as well as practical methods of educating them in inclusive settings.</p> <p>In particular, students will be able to design and propose teaching strategies that the teacher can use to enhance the integration and participation of pupils with special needs in the social and academic program of the common class.</p> <p>Students will also be familiar with the strategies in which an ordinary school or classroom can be turned into inclusive classroom in a school for all.</p> <p>By the end of the course the students will able to:</p> <ul style="list-style-type: none"> <li>• To distinguish the characteristics of the common class.</li> <li>• To use assessment tools to distinguish the potential of their students in different developmental and cognitive areas.</li> <li>• To evaluate and classify students' needs.</li> <li>• To design and propose inclusive education programs matching pupils needs.</li> <li>• To implement inclusive education programs.</li> <li>• To evaluate and review where these programs are needed.</li> <li>• To work with other professionals and parents to design Individual Educational Programs (IEP).</li> <li>• To implementing Individual Educational Programs (IEP).</li> </ul>

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

### 3. SYLLABUS

The course consists of theoretical and practical part as follows:

#### A) Theoretical part

- From special education to integration.
- Integration and inclusive education.
- Theoretical models and practices.
- Legislation and benefits.
- The study of Greek reality.
- Individual differences and characteristics of pupils with special needs. Assessment and design of a Individual Educational Program (IEP).
- Preparation of inclusive school / class and anti-racist environment.
- Models of collaborative learning and teaching strategies.
- Educational interventions and strategies.

#### B) Practical part

- Visits to schools with integration classes.
- Visits to schools with parallel support (extra teacher in classroom)
- Visits to schools to the KEDDY (Center of Evaluation Diagnosis and Support).
- Visit schools and attend inclusive program of pupils with special needs in the common classes.
- Interviews with experts, common class teachers and wherever possible with pupils.
- Development of special programs.
- Study of case studies.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Facet to face (lectures, practice)
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Presentation of ICT application related to Special Education. Learning process support through e-class platform. Communication with students via e-mail.
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures – interactive teaching	21
	Study and analysis of bibliography	20
	Essay assignment	14
	Essay presentation	9
	Practice fieldwork	13
	Autonomous study	45
	Evaluation	3
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	<p>Evaluation language is Greek</p> <p>Evaluation:</p> <p>1. Written examination (60%) comprising: Multiple choice questions. True/false questions. Short answer questions.</p> <p>2. Individual essays or group essays and practice assessment (40%).</p>	
<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Adou, S., Filippatou, D., Xenaki, X. (ed) (2013). *Adjusted Teaching, Theoretical Approaches and Educational Practices*. Athens: Pedio Publications.

W. L., (2011). *Exceptional Children: An Introduction to Special Education*. Editors Davazoglou, A., Kokkinos, K. Athens: Topos Publications.

R., B., and Doorlag, D., H. (2011). *Teaching Students with Special Needs in General Education Classrooms*. Boston: Pearson.

Sideri, A. (ed) (2000). *Integration: Utopia or Reality?* Athens: Ellinika Grammata.

- Related academic journals:

International Journal of Inclusive Education  
Electronic Journal of Inclusive Education  
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\_332

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_332	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Practical Exercise III Teaching Primary School Courses 1: Greek Language, Mathematics, Science		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Laboratory Practices	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background, Development of Skills		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1596/">https://eclass.upatras.gr/courses/PDE1596/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The lesson attempts to familiarize students with the applications of the basic principles of learning in the day-to-day educational process.</p> <p>Students at the end of the course are expected to:</p> <ol style="list-style-type: none"> <li>(a) recognize the structure and content of the manuals (Greek Language, Mathematics, Science)</li> <li>(b) plan the structure of the hourly teaching</li> <li>(c) apply of the key elements of a teaching approach</li> <li>(d) draw up teaching plans</li> <li>(e) recognize the teaching value of the work plans</li> <li>(f) apply hourly teachings.</li> </ol>

### General Competences

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

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

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

- 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:

Organization of Hourly Teaching, Current Official Curriculum, Manuals (Greek Language, Mathematics, Science)

#### Part B. Lectures 4-10:

The Teaching Approach of Elementary School Courses (Greek Language, Mathematics, Science, examples - applications)

#### Part C. Lectures 11-13: Teaching Plan, Projects

### 4. TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Face to face (in class),</li> <li>• Presentation from students,</li> <li>• Use of audiovisual material (videos and movies),</li> <li>• Micro teaching</li> <li>• Modelling teaching</li> </ul>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Power points</li> <li>• e-class</li> <li>• Access to online journals via Heal-Link</li> <li>• Communication via e-mail</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<b>Activity</b>	<b>Semester Workload</b>
	Laboratory training	39
	Literature review	40
	Tasks	40
	Assessment	6
	<b>Course total</b>	<b>125</b>

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of Evaluation: Greek</p> <p>Students are assessed as follows:</p> <ul style="list-style-type: none"> <li>• Written examination after the end of the semester. The content of the examination is organized with open ended questions which require critical thinking and students' response in virtual teaching scenarios data. The issues are not common for all students but have equivalent structure and form. (70% of grade)</li> </ul> <p align="center">And/or</p> <ul style="list-style-type: none"> <li>• Assignment (30% of grade)</li> </ul> <p><i>Evaluation criteria are explained in detail to the students through the e-class.</i></p>

### 5. Suggested Bibliography

- Fterniati, A. (2011) "Language teaching in primary education in recent decades in Greece: a brief history of reform efforts", 6th Scientific Conference on the History of Education, Patras
- Fterniati, A. (2015). Assessment of students' literacy skills at the end of primary education and their relationship with the current teaching material and teaching practices applied. *New Education* 155: 87-108.
- Karantzis, J. (2018). *Focusing on Educational Practices*. Patras: Gotsis.
- Koutselini, M. & Theofilidis Chr. (2007). *Investigation and Cooperation for Effective Teaching*. Athens: Grigoris.
- Koutselini, M. (2013) (ed. Ch. Xenakis). *Curriculum and Teaching*. Athens: Pedio
- Matsaggouras, H. (2005). *Theory and Practice of Teaching. The school classroom*. Athens: Grigoris Publications.
- Manos, K. (2005). *General Teaching*. Athens: Grigoris.
- Pigiaki, P. (1999). *Preparation, design and assessment of teaching: Didactic methodology*. Athens: Grigoris.
- 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.
- Trilianos, A. (2013). *Methodology of Teaching*. Athens: Diadrasa.
- Flouris, G. (2000). *Curriculums for a New Era in Education*. Athens: Grigoris.

All in Greek



## COURSE OUTLINE ESW\_333

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_333	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	MODERN GREEK LITERATURE II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective <u>Specialised general knowledge:</u> Modern Greek literary studies Teaching of modern Greek literary works		
<b>PREREQUISITE COURSES:</b>	MODERN GREEK LITERATURE I		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1415/">https://eclass.upatras.gr/courses/PDE1415/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>		
<p><b>By the end of this course the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Interpret works of modern Greek literature (poetry and prose) in a scholarly way.</li> <li>2. Apply and implement critically the relevant bibliography and terminology.</li> <li>3. Recognize the special questions of contemporary teaching theory and practice in the field of literary studies.</li> <li>4. Combine the tools of scholarly interpretation with those of systematic teaching.</li> </ol>		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>    <i>.....</i>  <i>Others...</i>    <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>	

**By the end of this course the student will have developed the following skills:**

1. Analysis and synthesis
2. Working independently
3. Team work
4. Working in an interdisciplinary environment
5. Production of free, creative and inductive thinking.

### 3. SYLLABUS

*The objective of this course is to propose a set of principles for the systematic study and teaching of modern Greek literary texts. Within this context:*

- I. The main aspects of the philological study are investigated, a method of interpretation which can be applied in teaching is proposed, and a specially selected body of poetry and prose works derived from the tradition of the two previous centuries is analyzed.
- II. Certain special issues, such as the cross-curricular and interdisciplinary way of teaching theory and practice, and the possibility of applying in it the tools of contemporary literary theory, are investigated.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (series of lectures, extensive dialogue)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the upatras eclass e-learning platform	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	3x13=39
	Preparation for each lecture with study of literary texts	4x13=52
	Preparation for the final written examination	34
	Course total	125
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Final written examination which includes two units of open-ended questions: the first unit concerns historical or theoretical issues, and corresponds to the 40% of the final grade; the second unit concerns the critical analysis of a literary text and corresponds to the 60% of the final grade. Optional individual written work. The language of evaluation is Greek.</p> <p>Evaluation criteria are available via the upatras eclass e-learning platform.</p>	

### 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Apostolidou, V. and Hontolidou, E. (ed.), *Literature and Education* (in Greek), Typotheto, Athens 1999.  
Apostolidou, V., Kaplani, V. and Hontolidou, E. (ed.), *Reading Literature at School... A New Teaching Proposition* (in Greek), Typotheto, Athens 2002.

Kalogirou, G. and Lalayianni, V., *Literature at School. Theoretical Approaches and Teaching Practices in Elementary Education* (in Greek), Typotheto, Athens 2005.

Niftanidou, C. M., *The Teaching of Literature. Historical and Contemporary Perspective* (in Greek), Achaia Editions, Patras 2014.

Patsiou, V. and Kalogirou, G. (ed.), *The Power of Literature. Teaching Approaches – Teaching Material Implementation (Primary School - Secondary School - High School)* (in Greek), Gutenberg, Athens 2013.

## COURSE OUTLINE ESW\_334

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	ESW_334	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Applied Linguistics		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science / Special background		
<b>PREREQUISITE COURSES:</b>	Modern Greek Language I and II		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. Teaching may be performed in English or French in case foreign students attend the course.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1358/">https://eclass.upatras.gr/courses/PDE1358/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>Upon completion of the course, students are expected to be familiar with the linguistic dimension of the elementary school language course and have knowledge and understanding of the Genre -Based Approach in Language Teaching (“text- context-grammar”), as well as Pedagogical Lexicography (electronic and printed dictionaries).</p>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p>																		

### 3. SYLLABUS

Main issues in the field of Applied Linguistics – Language teaching and Lexicography. Particular emphasis is given to the theories of Sociolinguistics and the Genre Based Approach in connection with the teaching of grammar in context. Reference is made to the basic principles of design and development of printed and electronic dictionaries, with emphasis on pedagogical dictionaries

### 4. TEACHING AND LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Lectures face to face, active discussions, presentation of student home-works															
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Linking to specialised websites Use of Power-points e-class material															
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="612 725 1098 779"><b>Activity</b></th> <th data-bbox="1104 725 1426 779"><b>Semester Workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="612 781 1098 882">Lectures and active discussions (3 conduct hours per week x 13 weeks)</td> <td data-bbox="1104 781 1426 882">39</td> </tr> <tr> <td data-bbox="612 884 1098 920">Laboratory exercises</td> <td data-bbox="1104 884 1426 920">3</td> </tr> <tr> <td data-bbox="612 922 1098 958">Preparation of home works</td> <td data-bbox="1104 922 1426 958">39</td> </tr> <tr> <td data-bbox="612 960 1098 996">Private study</td> <td data-bbox="1104 960 1426 996">22</td> </tr> <tr> <td data-bbox="612 999 1098 1034">Study of bibliography</td> <td data-bbox="1104 999 1426 1034">22</td> </tr> <tr> <td data-bbox="612 1037 1098 1072"><b>Course total</b></td> <td data-bbox="1104 1037 1426 1072"><b>125</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester Workload</b>	Lectures and active discussions (3 conduct hours per week x 13 weeks)	39	Laboratory exercises	3	Preparation of home works	39	Private study	22	Study of bibliography	22	<b>Course total</b>	<b>125</b>
<b>Activity</b>	<b>Semester Workload</b>															
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<b>Course total</b>	<b>125</b>															
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	Students are assessed by written work or oral presentation. They have the possibility to improve the final version of their work by submitting a draft version (according specific instructions accessible through e-class) for comments and corrections. Assessment criteria are accessible through e-class. Student assessment language: Greek (can be done in English or French for foreign students).															

### 5. ATTACHED BIBLIOGRAPHY

[on-line access]  
Iordanidou A. (2007), «Keimenokentrikes prosengiseis tou scholikou engrammatismou: keimeno – symfrazomena – grammatiki», I. G. Matsangouras (ed.), Scholikos grammatismos, Athina: Grigoris.  
<http://docplayer.gr/1576130-Keimenokentrikes-proseggiseis-toy-sholikoy-eggrammatismoy-keimeno-symfrazomena-1-grammatiki.html>  
Iordanidou A. & Mantzari E. (2004), «Protaseis schediasmou paidagogikon lexikon». 6o Diethnes Synedrio Ellinikis Glossologias, 18-21 Septemvriou 2003, Ergastirio Glossologias, Panepistimio Kritis.  
[ppt <http://www-old.lit.auth.gr/public/syn/iordanidou.pdf>]  
Chatzilouka-Mavri Ei. & Iordanidou A. (2010), «I keimenokentriki diastasi tis didaskalias tis grammatikis sto dimotiko scholeio: protaseis kai provlimatismoi», Praktika 30is Synantisis Ergasias, Tomeas Glossologias – Aristoteleio Panepistimio Thessalonikis.  
[http://archeia.moec.gov.cy/sd/288/mavri\\_thes\\_2009.pdf](http://archeia.moec.gov.cy/sd/288/mavri_thes_2009.pdf)  
*Related academic journals*  
Selected journal articles and publications communicated during the course.

## COURSE OUTLINE ESW\_421

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ESW_421</b>	<b>SEMESTER</b>	<b>6<sup>th</sup></b>
<b>COURSE TITLE</b>	Psychology of Writing		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures & Laboratory Exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
<b>PREREQUISITE COURSES:</b>	Cognitive Analysis of Learning in Education, Psychology of Reading and Spelling, Developmental Psychology I, Psycholinguistics I		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PDE1324">https://eclass.upatras.gr/courses/PDE1324</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize the cognitive processes that a student carries out when writing a text</li> <li>• recognize the problems and learning difficulties that arise in the writing process</li> <li>• evaluate students' written texts</li> <li>• correct issues of students' written expression</li> <li>• use new technologies to systematically study the written expression process</li> </ul>																
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>															
<i>Production of new research ideas</i>	<i>Others...</i>															

<p>Working independently</p> <p>Team work</p> <p>Production of new research ideas</p> <p>Search for, analysis and synthesis of data and information</p>
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### 3. SYLLABUS

<p>The course consists of the following sections, dealing with different aspects of the written word study:</p> <ol style="list-style-type: none"> <li>1. theoretical models for describing the writing process;</li> <li>2. aspects/phases of the written expression process</li> <li>3. learning difficulties faced by students in the production (writing) of a text;</li> <li>4. Ways and means of evaluating the process of writing;</li> <li>5. Ways of Intervention on Learning Problems in Written Expression;</li> <li>6. New technologies for studying writing and enhancing students with difficulties in writing.</li> </ol>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures and Laboratory exercises														
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations and eclass exercises, online research														
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Laboratory</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Research project</td> <td style="text-align: center;">40</td> </tr> <tr> <td>independent study</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26	Laboratory	13	Research project	40	independent study	43	Evaluation	3	Course total	<b>125</b>
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Lectures	26														
Laboratory	13														
Research project	40														
independent study	43														
Evaluation	3														
Course total	<b>125</b>														
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Mandatory Research Project Laboratory Exercises Final Written Exam with open ended questions														

### 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Bereiter C. και Scardamalia, M (1987). <i>The Psychology of Written Composition</i>. Hillsdale, NJ: Lawrece Erlbaum Associates.</p> <p>Gregg, L. W. και Sternberg, E. R. (eds) (1980). <i>Cognitive Processes in Writing</i>. Hillsdale, NJ: Lawrence Erlbaum Associates.</p> <p>Levy, C. M., &amp; Ransdell, S. (eds) (1996). <i>The Science of Writing: Theories, Methods, Individual Differences, and Applications</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p>
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*- Related academic journals:*

Journal of Writing Research

Reading & Writing Quarterly

Reading and Writing: An Interdisciplinary Journal

Journal of Learning Disabilities

Journal of Educational Psychology



## COURSE OUTLINE\_349

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_349	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Introduction to Neuroscience		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<ul style="list-style-type: none"> <li>• Week 1: Introduction to behavioral neurobiology, correlation of nerve cells / genes and behavior, general information in clinical neuroscience, solving procedural issues of the course</li> <li>• Week 2: Interaction between neurons: Introduction to Synaptic Transmission - Neurotransmitters</li> <li>• Week 3: Neuronal basis of cognitive functions</li> <li>• Week 4: Perception</li> <li>• Week 5: Movement</li> <li>• Week 6: Emotion</li> <li>• Week 7: Language - thinking - learning - memory</li> <li>• Week 8: Speech and language disorders - aphasia</li> <li>• Week 9: Thinking and Willing Disorders - Spectrum of Psychotic Disorders</li> <li>• Week 10: Emotional Disorders - Depression, Mania, Anxiety Disorders</li> <li>• Week 11: Presentation of findings of recent researches &amp; case studies for the optimal consolidation of the theory</li> <li>• Week 12: Summary - review of basic concepts of the course</li> <li>• Week 13: Examination material - solving students' questions about the projects (those who have undertaken)</li> </ul>			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialization, general knowledge		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### 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*

- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

- Understand that modern clinical neuroscience is a fusion of molecular biology, neurophysiology, anatomy, embryology, cell biology and psychology
- Together with the apt clinical observation, neuroscience has reinforced the idea first proposed by Hippocrates more than two thousand years ago, that the study of the intellect begins with the study of the brain.
- At the same time, as the course is taught to undergraduate students in the Department of Education and Social Work it is important and crucial to establish that the critical areas of education and social work can now be enhanced by developments in cellular behavioral neurobiology, clinical behavior neuroscience combined with experimental cognitive psychology and the field of community mental health

**General Competences**

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

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

**By the end of this course the student will have developed the following skills:**

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Production of new research ideas
- Exercise criticism and self-criticism
- Promoting free, creative and inductive think

**3. SYLLABUS**

- Neuroscience has as its ultimate goal and mission to understand the mental functions through which we perceive, act, learn and remember. Key questions such as the following are addressed through neuroscience:
- How does the brain produce the wonderful individuality of human existence?
- Are mental processes located in specific areas of the brain or do they represent properties that arise from its function as an organ?
- If specific mental processes are represented topographically in different areas of the brain, what are the rules that correlate the anatomy and physiology of an area with its specific role in the mind?
- Can these rules be understood by studying the region as a whole or by studying its individual neurons?
- To what extent are mental functions related to the neural architecture of the brain?
- What do genes contribute to behavior and how is gene expression in nerve cells regulated by developmental and learning functions?
- How does experience change the way the brain processes subsequent events?
- Within the course, an approach to the aforementioned questions that concern the field of neuroscience is attempted.

- Nowadays there is the possibility to connect the molecular dynamics of individual nerve cells with representations of perceptual and motor actions in the brain and at the same time to correlate these internal mechanisms with the observed behavior. To this end, new neuroimaging techniques allow the scientific community to have a view of the brain in action - in vivo, and to clarify and identify areas of the brain of special interest that are associated with specific ways of thinking and feeling. The rapid development of neuroscience with the use of neuroimaging to capture brain mechanisms for the expression of specific behaviors has laid the foundations for clinical neuroscience and the field of behavioral medicine and neuroscience respectively.
- In the course, we first describe the human brain and the network that make it up (100 billion neurons interconnect and structure our perceptions of the outside world, focus our attention and control the mechanisms of our actions. A first step in understanding the intellect is to familiarize students with how neurons are organized in signaling pathways and how they communicate through synaptic transmission. is that the specialization of synaptic connections, which takes place during development, is based on perception, action, emotion and learning. the inherent (genetic) as well as the environmental mechanisms that determine behavior.

In particular, an attempt is made to identify the ways in which genes contribute to behavior. In addition, it will be pointed out that behavior is not inherited per se but DNA as it is inherited through genes encodes proteins, which in turn are responsible for the development and regulation of neural circuits that are the foundations of behavior.

- On the other hand, it is pointed out through the course that the environment and this in turn begins to exert its effects already from the intrauterine life and of course acquires crucial importance after birth. At the same time, there is an introduction to empirical neuroscience with a presentation of neurological and psychiatric disorders, their etiology and pathophysiology (neurodegenerative, cerebral hematopoietic disorders, neurodevelopmental, psychiatric and psychophysiological mechanisms).  
Also present findings of recent studies from the broad field of neuroscience with emphasis on neuroimaging and clinical neuropsychology with application of these fields in the field of education and mental health

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (series of lectures, extensive dialogue)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>➤ Through a series of lectures and interactive discussion during the course on the topics that will be presented each time. Use of video surveillance tools, presentation of individual clinical cases for the best understanding of the concepts that will be presented. In addition, an electronic file with a dictionary of neuroanatomical terms will be posted in the e-class for students who will prepare a project.</li> <li>➤ Presentation of a case study or crisis questions for analysis by students regarding topics from the theory and the examples that will be presented during the presentations</li> </ul> <p>Presentation of clinical case-studies for better consolidation of the theoretical part through the establishment of groups of students based on collaborative teaching with the parallel help of supervisory tools</p>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Seminars	26

<i>tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of bibliography	60
	Course total	125
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation is done in the following ways:</p> <ul style="list-style-type: none"> <li>• Written examination at the end of the semester or alternatively</li> <li>• Work with the presentation of a research article in the subject of the course from scientific databases (Pubmed, Elsevier) for students who are fluent in English or an article in Greek from field journals (Harvard - Greek edition) through a list of articles that will be suggested or to be followed according to guidelines to be given by the students themselves</li> </ul> <p>or alternatively</p> <ul style="list-style-type: none"> <li>• Discharge work with an extensive review of recent literature for the writing of a short review article on the application of neuroscience to educational and mental health issues in the community for better consolidation of the theory and for the initial familiarization of students with methodological issues for writing a background article</li> </ul>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Barker, R.A., Barasi, S., Neal, M.J. (2006). Neuroscience at a glance science. Edited by: Sakas, D. Athens: Parisianou Scientific Publications SA</li> <li>• Kandel, E., Schwartz, J., Jessel, T. (2004). Basic Principles of Neuroscience, born edited by: Vassilopoulos, D. Soldatos K. &amp; associates, Athens: Paschalidis Medical Publications</li> <li>• Panagis, G. (2002). Neuroscience of Behavior: Basic Principles, Methods, Technical &amp; Laboratory Exercises, Athens: Medical Publications BC Paschalidis</li> <li>• Giotakos, O. (2019). The emotional brain. Athens: Parisianou Scientific Publications SA</li> <li>• Dinopoulos, Th. (2019). Let's talk about the brain. From neurons to behavior. Thessaloniki: University Studio Press</li> <li>• Papanikolaou, A &amp; co. (2019). Functional Neuroimaging in Neuropsychology and the Cognitive Neurosciences. Athens: Parisianou Scientific Publications SA</li> <li>• Herrmann, D., Yoder, C., Gruneberg, M., Payne, D. (2010). Applied Cognitive Psychology, (Scientific Supervisor Samartzi S &amp; Vataki A.). Athens: Pedio Publications.</li> <li>• Koliadis, E. (2012). Cognitive Psychology, Cognitive Neuroscience and Educational Practice. Compositions V. Gramelis- L. Pedioti</li> <li>• Kostaridou-Euclides, A. (2011). Cognitive Psychology. From the representation of knowledge to mood and action. Athens: Pedio Publications.</li> <li>• Roussos, P. (2011). Cognitive Psychology: The Basic Cognitive Processes. Athens: Topos Publications.</li> </ul> <p>- <i>Related academic journals:</i></p> <p>Trends in Neuroscience and Education  Educational Neuroscience  Mind, Brain and Education  Annual Research Review: Educational Neuroscience</p>
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## COURSE OUTLINE ESW\_336

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ESW_336</b>	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	MUSIC AND ITS ROLE IN SOCIETY II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES - SEMINARS		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (in English and French)		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>The students at the end of the semester should be able to explain:</p> <ul style="list-style-type: none"> <li>• The characteristics of each musical movement that was examined during the semester</li> <li>• The differences between movements</li> <li>• The factors that led to their appearance</li> <li>• The influences of other forms of art that contributed to their creation</li> <li>• The influences from the evolution of technology in general</li> </ul>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"> </td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	

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

### (3) SYLLABUS

The course includes the following sections of music or musical movements:

- Romanticism
- Impressionism
- Expressionism
- Group of 5 (Russia)
- National Music Schools
- Greek traditional music (idioms, relation to ancient Greek music)
- Greek National Music School
- Neoclassicism
- Group of 6 (France)
- Futurism
- Experimental music (specific music, electronic music)
- Total Serialism
- Aleatorism
- Minimalism
- Modern Greek Music School

and examines the interaction on different forms of art, as well as the influence of socio-political factors and technology.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In classroom																	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of technologies for listening to music works and comparative study where appropriate</li> <li>• Power-point for presentations.</li> </ul>																	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures - Seminars</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Comparative issues</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Case study</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Study of topic</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Individual work</td> <td style="text-align: center;">63</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures - Seminars	10	Comparative issues	12	Case study	17	Study of topic	20	Individual work	63	Evaluation	3	Course total	<b>125</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<p>Language of evaluation: Greek (English and French for Erasmus students).</p> <ul style="list-style-type: none"> <li>• Written examination consisting of questions (80%)</li> <li>• Individual work and presentation in the classroom, using power- point (20%)</li> </ul>																	

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

*(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 β', εκδ. Gutenberg  
Μ. Γρηγορίου «Μουσική για παιδιά και για έξυπνους μεγάλους», τόμος β', εκδ. Νεφέλη  
Κ. Νεφ «Ιστορία της μουσικής» εκδ. Βότση  
Ε. Βυλερμόζ «Ιστορία της μουσικής», τόμος 2, εκδ. Υποδομή  
Μ Καλομοίρης «Η ζωή μου και η τέχνη μου», εκδ. Νεφέλη  
Σάλτσμαν «Η μουσική τον 20ο αιώνα» εκδ. Νεφέλη  
Γ. Φιλόπουλος «Εισαγωγή στην ελληνική πολυφωνική εκκλησιαστική μουσική» εκδ. Νεφέλη*

- *Related academic journals:*

## COURSE OUTLINE ESW\_315

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	GRAGUATE		
<b>COURSE CODE</b>	ESW_315	<b>SEMESTER</b>	6o
<b>COURSE TITLE</b>	PHILOSOPHY OF EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional; general background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Modern Greek; English for non-Greek students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS?</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	-		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>		
<p>Upon successful completion of the course, students are supposed to:</p> <p>(a) adopt the dialectical relation of the sciences of education to the primary philosophical branches (anthropology, ethics, and epistemology) with an emphasis to the history of ideas of philosophy of education from Antiquity through 20<sup>th</sup> c.</p> <p>(b) be able to detect the relation of ideology to educational ideals across cultures and ages</p> <p>(c) be able to ethically assess the guiding lines and major aims of the curricula in elementary and secondary education</p> <p>(d) be able to shape general goals of the curricula in the elementary and high education on their own.</p>		
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>  <i>.....</i>  <i>Others...</i>  <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
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<p>(a) Search for, analysis and synthesis of data and information</p> <p>(b) Criticism and self-criticism</p>		



- (c) Production of free, creative and inductive thinking  
 (d) Respect for difference and multiculturalism

### 3. SYLLABUS

- A) Philosophy of Education as a derivative branch of philosophy and a branch of Philosophy of civilization. Its relation to the primary philosophical branches. Philosophy of Education as meta-theory.  
 B) A concise history of the ideas of Philosophy of Education in Antiquity, Middle Ages, Modernity (Renaissance, Enlightenment, Romanticism) and 19<sup>th</sup>–20<sup>th</sup> c.  
 C) Education and *Weltanschauung*. Education and democracy. Education and ideology. Analytical Philosophy of Education.  
 D) Educational aims. Educational ideals. Ethics and education.  
 E) Efficacy in education: optimism vs. pessimism theories.  
 F) Theories of the ideal relation between school and society: conservatism, progressivism, neutrality.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures)										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	-										
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study	83	Evaluation	3	Course total	<b>125</b>
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### 5. ATTACHED BIBLIOGRAPHY

- 1) Kazepides T., *Philosophy of Education* (in Modern Greek), Thessaloniki, 1991
- 2) Karaphylles G., *Philosophy of Education: Epistemological and Ethical Issues* (in Modern Greek), Thessaloniki, 2007
- 3) Koumakes G., *Theory and Philosophy of Education* (in Modern Greek), Athens, 2001
- 4) Marrou H.-I., *Histoire de l'éducation dans l'Antiquité* (tr. into Modern Greek by T. Photinopoulos), Athens, 1961.

## COURSE OUTLINE ESW\_345

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ESW_345	<b>SEMESTER OF STUDIES</b>	6o
<b>COURSE TITLE</b>	Nutrition and Mental Health		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
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			
LECTURES	3	5	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBPAGE (URL)</b>			

### 2. LEARNING OUTCOMES

#### Lerning 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

The course aims to provide knowledge and to cultivate a critical approach to concepts and issues related to the relationship of human nutrition to physical, but mainly to mental health, cognitive and learning abilities, and the development of the brain and nervous system.

The students after successful completion of the course will be able to:

- Manage the meanings of nutrients (proteins, carbohydrates, lipids, vitamins, minerals, trace elements, water) and their role in the development of the brain and nervous system, especially in childhood, but also in their effect on the cognitive functions and learning abilities of a person through the life cycle.
- Recognize the connection between diet and eating patterns with mental and emotional health, but also with the onset of mental disorders.
- Explain the effect of food addictions on the health of the organism and the risk of malnutrition of socially vulnerable people or people and children with special needs.
- Determine the methods of assessing the nutritional needs of an individual and the counseling methods in the process of dietary change.
- Recognize the eating disorders, the etiological factors and the ways of dealing with them.

#### General Abilities

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

<p>Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών</p> <p>Προσαρμογή σε νέες καταστάσεις</p> <p>Λήψη αποφάσεων</p> <p>Αυτόνομη εργασία</p> <p>Ομαδική εργασία</p> <p>Εργασία σε διεθνές περιβάλλον</p> <p>Εργασία σε διεπιστημονικό περιβάλλον</p> <p>Παράγωγή νέων ερευνητικών ιδεών</p>	<p>Σχεδιασμός και διαχείριση έργων</p> <p>Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα</p> <p>Σεβασμός στο φυσικό περιβάλλον</p> <p>Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου</p> <p>Άσκηση κριτικής και αυτοκριτικής</p> <p>Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης</p>
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>• Adaptation to new situations</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Work in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for the natural environment</li> <li>• Respect for diversity and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity</li> <li>• Practice criticism and self-criticism</li> <li>• Promotion of free, creative and inductive thinking</li> <li>• Development and cultivation of critical thinking</li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Introduction to nutrients and nutritional patterns</li> <li>2. The role of nutrients in the development and function of the brain and nervous system</li> <li>3. Nutrition and cognitive functions and learning</li> <li>4. Nutrition in mental health and behavior</li> <li>5. Assessment of nutritional status</li> <li>6. Special nutritional needs for children and adolescents, the elderly, vulnerable social groups and people with disabilities</li> <li>7. Eating disorders and their treatment</li> <li>8. The importance of nutrition in health</li> </ol>
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### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Teaching with physical presence	
<p><i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>• Use of computer and video projector</li> <li>• View slides and videos</li> <li>• Enhancing teaching and communication through e-class</li> </ul>	
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b></p> <p><i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.</i></p> <p><i>Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i></p> <p><i>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</i></p>	<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures	39
	Study and analysis of literature	23
	Writing assignments	40
	Case Studies	20
	Examinations	3
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	Writing assignments, and written final exam that includes:	
<i>Περιγραφή της διαδικασίας αξιολόγησης</i>		

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;

- Multiple choice questions
- Short-answer questions

## 5. RECOMMENDED LITERATURE

- *Suggested bibliography:*

1. ABC ΣΤΙΣ ΔΙΑΤΡΟΦΙΚΕΣ ΔΙΑΤΑΡΑΧΕΣ, J. MORRIS, ΠΑΡΙΣΙΑΝΟΥ ΜΟΝΟΠΡΟΣΩΠΗ ΑΝΩΝΥΜΗ ΕΚΔΟΤΙΚΗ ΕΙΣΑΓΩΓΙΚΗ ΕΜΠΟΡΙΚΗ ΕΤΑΙΡΕΙΑ ΕΠΙΣΤΗΜΟΝΙΚΩΝ ΒΙΒΛΙΩΝ, 2011, ISBN: 978-960-394-757-8
2. ΨΥΧΟΛΟΓΙΑ ΤΗΣ ΔΙΑΤΡΟΦΗΣ, ΕΜΜΑΝΟΥΗΛΙΔΟΥ ΚΑΛΛΙΟΠΗ, ΜΕΤΑΙΧΜΙΟ ΕΚΔΟΤΙΚΗ Α.Ε., 2011, ISBN: 978-960-501-459-9
3. ΥΓΕΙΑ ΚΑΙ ΑΣΘΕΝΕΙΑ: ΨΥΧΟΛΟΓΙΚΕΣ ΔΙΕΡΓΑΣΙΕΣ, ΣΥΛΛΟΓΙΚΟ, ΕΚΔΟΤΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ ΛΙΒΑΝΗ ΑΒΕ, 2008, ISBN: 978-960-14-1804-9
4. NUTRITION ESSENTIALS FOR MENTAL HEALTH. A COMPLETE GUIDE TO THE FOOD AND MOOD CONNECTION. L. KORN. W.W. NORTON & COMPANY, 2016, ISBN-10: 0393709949, ISBN-13: 978-0393799940.