DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY OF PATRAS

COURSES OUTLINE

4th YEAR

Semester 7th

Academic Year: 2021-2022

MAIN FIELD: TEACHERS OF PRIMARY EDUCATION

COURSE OUTLINE ESW_401

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE - COMPALSORY
COURSE CODE	ESW_401 **SEMESTER** 7th
COURSE TITLE	EDUCATIONAL PRIMARY SCHOOL PRACTICE I

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Educational Practice
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK & ENGLISH for Erasmus students
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1603/

(2) LEARNING OUTCOMES

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

1. Get acquainted with the application of science studied in schools and workplaces in authentic conditions that include all parameters (scientific, educational, social, safety, etc.),
2. Gain professional experience in the modern classroom required in the current reality,
3. Develop professional consciousness and ethos,
4. Supplement and acquire new knowledge, skills and abilities,
5. Have a smoother transition from the state of preparation at the University of Patras to the school workplace with an emphasis on cooperation, reflection, acceptance of responsibility and professionalism, and,
6. Build the continuous connection and substantial cooperation of the Department with the Experimental Primary School of the University of Patras.

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

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

Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

1. Search, analysis and synthesis of data and information through reflective processes, using the necessary technologies
2. Practice of criticism and self-criticism
3. Promoting free, creative and inductive thinking
4. Practice of observation and feedback
5. Metacognitive skills
6. Observation of harmonic and disharmony factors in a work environment
7. Active participation and engagement
8. Creative collaborative learning and work
9. Working in pairs, small and larger groups
10. Working in an authentic school environments
11. Management of situations and school issues in real conditions

(3) SYLLABUS

During the 7th semester, the students carry out, in cycles in groups, a week of compulsory educational practice at the Experimental Primary School of the University of Patras, as trainee-teacher assistants. This weekly internship is a prerequisite for the Educational Practice II of the 8th semester.

1. The Educational Practice of the 7th semester is an independent compulsory course-internship, with 10 credits. The student is graded by his / her participation-contribution in the educational process, his / her participation in the feedback meeting and the reflective report that he / she will submit at the end of the semester.

2. The students, in groups of approximately 20 people, attend school classes all week and work as teachers' assistants in all subjects except the foreign language (at least 5 teaching hours per day), at the Experimental Primary School of the University of Patras. Specialty courses are also attended if the teacher so wishes. On the fourth or fifth day, after their consultation with the teacher, they can teach a lesson to the class. This teaching, however, is optional and is not included in the final report and grade.

3. In the context of the Educational Practice I, meetings and lectures of the students with the instructors and coordinators are also provided, with the aim of reflecting, supporting, analyzing, giving feedback and evaluating the educational process.

4. The core of this course is the motivation and support of the students in the school and the feedback of the process with collective reflective processes.

The successful completion of the practical and laboratory exercises that take place at the Experimental Primary School of the University of Patras is a prerequisite for the students to obtain their Degree.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Monitoring of students' teaching at school, lectures, workshops, internet search, reflective feedback		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Video Projector, internet, digital course on the University of Patras e-class platform		
TEACHING METHODS	*Activity*		*Semester workload*
	Practice at school		60

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		
	Lectures	20
	Search for bibliography	20
	Bibliography study	40
	Reflective diaries	60
	Writing a task	*50*
	Course total	***250***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The course evaluation is conducted by the combination of the practice at school, the writing of the reflection diary and the writing of the final compulsory work. ERASMUS students in lieu of taking a written final exam, produce a written term paper in the English language.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Yioftsali, K., & Pitsou, Ch. (2021). *Reflective approaches to formal and alternative training contexts. Internship and Reflection in University Departments of Education and Training Sciences. Athens*: Gutenberg. *ISBN 978-960-01-2238-1*

Pitsou, Ch., & Lambropoulos, N. (2020). Pedagogy students' reflective practice: A blended learning intervention. *European Journal of Education Studies, 7*(12), 292-318. http://dx.doi.org/10.46827/ejes.v7i12.3418

Lambropoulos, N., & Pitsou, Ch. (2020). Blended collaborative learning supporting pedagogy students' reflective practice. *Creative Education*, 11, 1930-1946. https://doi.org/10.4236/ce.2020.1110141

Moon, J. (2004). *A handbook of reflective and experiential learning. Theory and practice.* London: Routledge Falmer.

Moon, J. (2006). *Learning journals a handbook for reflective practice and professional development* (2nd ed.). London: Routledge.

COURSE OUTLINE ESW_403

1. GENERAL

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

COURSE CODE	ESW_403	**SEMESTER**	7th

COURSE TITLE	Democratization of school system

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course,* *e.g. lectures, laboratory exercises, etc. If the credits are awarded* *for the whole of the course, give the weekly teaching hours and* *the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, laboratory exercises, workshops	2 hours teaching + 1 hour exercise	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background,* *special background, specialised general* *knowledge, skills development*	Specialized General Knowledge (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (French or English -for incoming Erasmus students).
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1333/

2. LEARNING OUTCOMES

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

Students at the end of the course are expected to be able to:
- Analyze, negotiate and use basic concepts related to the Sciences of Education, in general, and Educational Policy, in particular.
- Discuss about the daily life of the school unit and the classroom is affected by the existence of policies (but also by the changes of policies)
- Apply his/her knowledge in practice and produce research results through the application of specific techniques.

Expected learning outcomes:
- • Ability to recall and use basic conceptual knowledge of the Sciences of Education
- • Initial ability to critically approach both theoretical knowledge and its application in practice

- • Establishment of ability for further development of knowledge in the field of Educational Policy.

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

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

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

- Ability to apply knowledge in practice
- Ability to identify, concretize and solve problems
- Ability to research and analyze information from a variety of sources

3. SYLLABUS

The course develops into three components/parts:
The first section provides an overview of key concepts from the field of Education and Educational Policy.
The second section presents various research techniques.
In the third part, practical techniques are applied through specific examples-exercises.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Power points, e-class materials.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	<table><tr><td>***Activity***</td><td>***Semester Workload***</td></tr><tr><td>Lectures and active discussions</td><td>24</td></tr><tr><td>Laboratory + exercises</td><td>36</td></tr><tr><td>Independent work</td><td>62</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>***Course total***</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,*	Students are assessed as follows: 1. Written examination after the end of the semester 2. Active Participation in the course and the laboratory.

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.*	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Stamelos G. Vassilopoulos A. & Kavassakalis A. 2015. *Introduction to Educational Policies*. Athens: Kallipos
https://repository.kallipos.gr/bitstream/11419/226/1/00_master%20document_StamelosVasilopoulosKavasakalis_Final.pdf
2. Stamelos G. 2009. *Educational Policy*. Athens: Dionikos
3. Stamelos G. 2002. *Attempt trace.* Athens: Psifida.

COURSE OUTLINE ESW_404

(1) GENERAL

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

COURSE CODE	ESW_404	SEMESTER OF STUDIES	7th

COURSE TITLE	Education, Development and the world of Work: Entrepreneurship & Innovation

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Field of Science / Special background (Elective course status)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be however performed in English in case foreign students attend the course.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1472/

(2) LEARNING OUTCOMES

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

Students at the end of the course are expected to be able to:
- discuss the relationship between the world of work, the labour market, education and the economy in our times, where strong social and economic concerns dominate,
- present and critically analyse the basic principles and issues of the relationship between the labour market and education for both the individual and the society, by documenting with research data from Greek and international reality,
- have developed the appropriate skills to identify links between evidence of specialised scientific knowledge in the field of Labour Economics and Education and their application in educational policy,
- identify relevant material from specialised websites.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*

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

Generally, by the end of this course the students will, furthermore, develop the following general abilities:
- Basic and specialised knowledge of the fields of Labour Economics and Human Resources for the development of educational and social policies,
- Ability to search, analyse and synthesise relevant data and information on wider labour market, entrepreneurship, innovation and education, aiming at reducing educational inequalities, promote economic growth as well as the more efficient functioning of the education system, using the necessary technologies,
- Decision making,
- Autonomous (Independent) work,
- Exercise of criticism and self-criticism,
- Promotion of free, creative and inductive thinking,
- Demonstrate social, professional and ethical responsibility and gender awareness,
- Respect for diversity and multiculturalism,
- Work design and management.

(3) SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-7: Systematic presentation, critical analysis and understanding of the relationship between the world of work and education in our times, where intense social and economic concerns dominate. In particular, the modules covered are: Morphological data of labour markets. Population developments and the labour market. Morphology and evolution of employment and unemployment in Greece. Graduate unemployment and 'brain drain'. Structural interventions for linking education-research-training-employment-production. Occupational selection procedures. Education and social mobility. Education and income distribution. Education, poverty and social exclusion. Methodology to identify vocational education and training needs. Knowledge Economy and economic growth. The framework of the 4th Industrial Revolution. Entrepreneurship and innovation.

Part B. Lectures 8-13: Presentations of specialised issues regarding the relation between the labour market and education, entrepreneurship and innovation in our time, where strong social and economic concerns dominate, with research data from the Greek and the international reality, with critical approach and dialogue.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures face to face, active discussions, presentation of case studies.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Linking to specialised websites of the European Union and other national and supranational organisations, Use of Power-points, E-class material.

	Activity	Semester Workload
TEACHING METHODS	Lectures and active discussions (on the basis of teaching and presentations) (3 conduct hours per week x 13 weeks)	39
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.*	Hours for private study of the student and preparation of home-works	83
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.	Final examination (3 conduct hours)	3
	Course total	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students are assessed as follows: 1. Written examination after the end of the semester - final grade. 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. • Minimum passing grade: 5. • Assessment criteria are communicated from the beginning of the course to students and are accessible through e-class. • Student assessment language: Greek (can be done in English for foreign students).

(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)

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

COURSE OUTLINE ESW_405

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW_405 **SEMESTER** 7th
COURSE TITLE	CHILDREN'S AND YOUNG ADULT LITERATURE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background,* *special background, specialised general* *knowledge, skills development*	Elective <u>Specialised general knowledge:</u> Modern Greek literary studies Children's and Young Adult Literature
PREREQUISITE COURSES:	MODERN GREEK LITERATURE I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1436/

(2) LEARNING OUTCOMES

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

By the end of this course the student will be able to:
1. Analyze in depth the history of modern Greek and European children's and young adult literature. **2.** Interpret works of modern Greek and European children's and young adult literature in a scholarly way. **3.** Combine the tools of scholarly interpretation with those of systematic teaching. **4.** Identify and apply critically the relevant bibliography and terminology.

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

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

Production of new research ideas	Others… …….

By the end of this course the student will have developed the following skills:
1. Analysis and synthesis
2. Working independently
3. Team work
4. Working in an international environment
5. Working in an interdisciplinary environment
6. Production of free, creative and inductive thinking.

(3) SYLLABUS

The objective of this course is to propose a set of concepts for the systematic study and teaching of children's and young adult literature. Within this context:

I. A definition of children's and young adult fiction as a literary genre and object of study is proposed and a historical outline of modern Greek and European children's literature is presented.
II. A specially selected body of prose works, derived from the tradition of the two previous centuries, is analysed.
III. Finally, certain special issues, such as the cross-curricular and interdisciplinary study of children's fiction, and the possibility of applying in the approach of the genre the tools of literary theory, are investigated.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (series of lectures, extensive dialogue)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of the upatras eclass e-learning platform

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	3x13=39
	Preparation for each lecture with study of literary texts	4x13=52
	Preparation for the final written examination	34
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	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. Evaluation criteria are available via the upatras eclass e-learning platform.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Escarpit, D., *Children's and Young Adult Literature in Europe. A Historical Review* (Greek translation), Kastaniotis, Athens 1995.

Kallergis, I., *Approaches to Children's Literature* (in Greek), Kastaniotis, Athens 1995.

Kanatsouli, M., *Introduction to the Theory and Criticism of Children's Literature* (in Greek), University Studio Press, Thessaloniki 2018.

Karpozilou, M., *The Child in the World of Books* (in Greek), Kastaniotis, Athens 1994.

Malafantis, C. D., *Issues of Children's Literature* (in Greek), Poreia, Athens 2001.

COURSE OUTLINE ESW_406

(1) GENERAL

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

COURSE CODE	ESW406	**SEMESTER OF STUDIES**	7th (Seventh)

COURSE TITLE	**Economics of Education**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Field of Science / Special background (Elective course status)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be however performed in English in case foreign students attend the course.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1471/

(2) LEARNING OUTCOMES

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

Students at the end of the course are expected to be able to:
- analyse the theoretical framework supporting the Economics of Education,
- understand the relationship between economy and education in our times, where strong social and economic concerns dominate,
- present and critically analyse the basic principles and issues of the relationship between the economy and education for the individual and the society, by documenting with research data from Greek and international reality,
- have developed the appropriate skills in implementing the techniques and methods adopted and related to human capital and the assessment of its contribution to economic and social development,
- identify relevant material from specialised websites.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism

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

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

- Basic and specialised knowledge of the fields of Economics of Education for the development of educational policies,
- Ability to search, analyse and synthesise relevant data and information on wider economy and educational issues, using the necessary technologies,
- Decision making,
- Autonomous (Independent) work,
- Exercise of criticism and self-criticism,
- Promotion of free, creative and inductive thinking,
- Demonstrate social, professional and ethical responsibility and gender awareness,
- Respect for diversity and multiculturalism,
- Work design and management.

(3) SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-7: The main issues of the Economics of Education in contemporary literature. Presentation and analysis of the basic theoretical framework about the relationship between economy and education, such as human capital theory. Clarification of terms and concepts related to the field, such as efficiency and effectiveness, cost and financing of the educational process, investment in the human (intangible) factor of the economy or human capital. Methods of economic valuation for individuals and societies. Cost-Benefit Analysis. Private and social performance indicators. Education, income distribution and gender.

Part B. Lectures 8-13: Presentation and analysis of the ways in which the interaction of education with the economy can contribute significantly to the mitigation of educational inequalities, to economic growth and augmentation, and to the more efficient functioning of the education system. Presentations of specialised issues regarding the relation between economy and education in our time, where strong social and economic concerns dominate, with research data from the Greek and the international reality, with critical approach and dialogue.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures face to face, active discussions, presentation of case studies.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Linking to specialised websites of the European Union and other national and supranational organisations, Use of Power-points, E-class material.
TEACHING METHODS	*Activity*	*Semester Workload*

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.	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
	Course total	*125*

| **STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Students are assessed as follows:
2. Written examination after the end of the semester - final grade. 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.
• Minimum passing grade: 5.
• Assessment criteria are communicated from the beginning of the course to students and are accessible through e-class.
• Student assessment language: Greek (can be done in English for foreign students). |

(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)

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

COURSE OUTLINE ESW_407

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	**ESW_407** **SEMESTER** 7rd semester
COURSE TITLE	Sociological Analysis of Educational Practices

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Optional – Acquisition of knowledge, skills development and change in attitudes		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1445/		

(2) LEARNING OUTCOMES

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

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

- To analyse and interpret the social character of the selection and organisation of school knowledge.
- To describe, analyse and explain sociologically the way in which pedagogical practices for the management of knowledge in the context of the school by teachers and pupils, are shaped.
- To analyse, compose, deepen, compare as well as critically approach the theoretical knowledge and the principles that govern the pedagogical practices and school knowledge in the curricula and school textbooks.

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*
	Showing social, professional and ethical responsibility and

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

(3) SYLLABUS

- Presentation and analysis of theories of cultural reproduction (Bourdieu, Althusser)
- Main conceptual framework and components of B. Bernstein's theory regarding educational practices.
- Approach to and analysis of the process of the recontextualization of school knowledge (curricula, school textbooks).
- Suggestions from the "New Sociology of Education" for educational practices.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (lectures, discussion of issues, analysis of and critical approach to certain visual texts – videos, films).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Power – points Support of the learning process through use of the electronic platform eclass

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures – Discussions based on the course thematic	36
	Laboratory type exercises (processing of and responses to questions, issues, visual texts) which pertain to the course modules.	24
	Study and analysis of bibliography	20
	Independent study	45
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*	Language of evaluation – Greek Evaluation: • Final written examination which contains two sections of questions: Questions which pertain to the course thematic, while the second judgement questions.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The topics are the same for all students with the same form and structure. Each section of questions corresponds to 50% 0f the final mark. Or • Empirical research and report (10.000 words, 100% of the final mark)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Bernstein, B., (1991). *Pedagogical codes and social control*, Alexandreia pub., Athens.
- Blackledge, D., & Hunt, B. (2000). *Sociology of Education*, Metaichmio pub., Athens.
- Solomon, I., & Kouzelis, G. (1994). *Discipline and knowledge*, Society for the Study of Human Sciences pub., Athens.
- Milonas T., (…). *Social reproduction in school*, Armos pub., Athens.
- Selected journal articles, such as:
- Asimaki, A., & Koustourakis, G. & Vergidis D. (2017). Regulative discourses of primary schooling in Greece: memories of punishment. International Studies in Sociology of Education, 26 (1), 82-97.
- Asimaki, A., Sakkoulis, D., & Vergidis, D., (2016). Searching for pedagogical practices for the school success of "all" the pupils: a sociological approach, *Social Science Tribune,* 17(67), 53 – 80. http://ojs.lib.uth.gr/intex.php/tovima/issue/viewIssue/34/11

COURSE OUTLINE ESW_408

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE - ELECTIVE
COURSE CODE	ESW_408 **SEMESTER** 7st
COURSE TITLE	PRIMARY SCHOOL PRACTICE IV: Teaching of the social sciences' school subjects of primary school

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background	
PREREQUISITE COURSES:	SCHOOL PRACTICE I: Applications of Learning Principles & SCHOOL PRACTICE II: Teaching of Effective Teaching	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1597/	

(2) LEARNING OUTCOMES

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

The course attempts to familiarize students with the applications of the basic principles of learning in the daily educational process.
It is expected that after the completion of the course the students will be able to:
(a) analyze structure and content of the textbooks of social sciences;

(b) discuss the structure of hourly teaching
(c) explain the advantages of the basic elements of a teaching approach
(d) draw up teaching plans and scenarios
(d) identify the teaching value of teaching plans and scenarios;
(e) carry out micro-teachings and hourly teachings

General Competences

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

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

1. Adapting to new situations
2. Decision-making
3. Autonomous and team work
4. Cultivation of free, creative and inductive thinking
5. Criticism and self-criticism
6. Working in an interdisciplinary environment
7. Respect for diversity and multiculturalism
8. Demonstration of social, professional and moral responsibility
9. Working in an interdisciplinary environment

(3) SYLLABUS

The course is developed into three modules:

1st module: courses 1-3: The Organization of Hourly Teaching, The current Curriculum and the School Books of Social Sciences (History, Geography, Socio-political education, Religious education, etc).

2nd module: courses 4-10: The Teaching Approach of the Courses of the Primary School of Social Sciences (examples - applications) (History, Geography, Socio-political education, Religious education, etc).

3rd module: courses 11-13: Plan - Teaching Scenarios

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lecture, viewing and analysing films and documentaries, Internet search, presenting task & micro-teachings
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Video Projector, internet, digital course on the University of Patras e-class platform

TEACHING METHODS	*Activity*	*Semester workload*

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*	Lectures	42
	Bibliography Internet search	20
	Study and analysis of bibliography	20
	Writing task	37
	Presenting task	3
	Exams	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final examination. The content of the examination is organized with open crisis questions and requires the student's response to data virtual teaching scenarios. The subjects are not common to all students but have a common structure and form (equivalent) (70% of the grade) And/or Compulsory work (30% of the grade)

(5) ATTACHED BIBLIOGRAPHY

- Γιαβρίμης, Π. (2020). *Εισαγωγή στον σχεδιασμός της διδασκαλίας στην κοινωνιολογία. Ένα μοντέλο μετασχηματιστικής διδακτικο-παιδαγωγικής προσέγγισης.* Αθήνα: Gutenberg. Εύδοξος: 94689372
- Γιόφτσαλη, Κ., & Πίτσου, Χ. (2021). *Αναστοχαστικές προσεγγίσεις σε τυπικά και εναλλακτικά πλαίσια εκπαίδευσης. Πρακτική Άσκηση και Αναστοχασμός σε Πανεπιστημιακά Τμήματα Επιστημών Εκπαίδευσης και Αγωγής.* Αθήνα: Gutenberg. *ISBN 978-960-01-2238-1* Εύδοξος: 102071709
- Lambropoulos, N., & Pitsou, Ch. (2020). Blended collaborative learning supporting pedagogy students' reflective practice. Creative Education, 11, 1930-1946. https://doi.org/10.4236/ce.2020.1110141
- Pitsou, Ch., & Lambropoulos, N. (2020). Pedagogy students' reflective practice: A blended learning intervention. European Journal of Education Studies, 7(12), 292-318. http://dx.doi.org/10.46827/ejes.v7i12.3418
- Σοφός, Α. (2015). Σχεδιάζοντας σενάρια διδασκαλίας για την πρακτική άσκηση των φοιτητών. Ολιστικό μοντέλο διερευνητικής και στοχαστικής πρακτικής για την ενίσχυση του ψηφιακού γραμματισμού στο πλαίσιο της μεντορείας. Αθήνα: Γρηγόρης.

COURSE OUTLINE ESW_331

(1) GENERAL

SCHOOL	SCHOOL OF HUMANTIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW-331 · **SEMESTER** 7th
COURSE TITLE	DEAF EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, practice	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

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

(2) LEARNING OUTCOMES

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

The aim of the course is to familiarize the students with the basic concepts of deafness and its impact on childhood. Students will be accustomed to the major issues related to the education of deaf and hard of hearing children. They will be able to recognize, analyze and discuss current theoretical, philosophical and research trends of deaf education. Students should familiarize themselves with the basic linguistic elements of the Greek Sign Language and learn to develop basic communication skill in Greek Sign Language.
By the end of the course the students will able to:
- Describe the sociological view of deafness.
- Discuss the characteristics of the deaf community.
- Discuss and apply family-centered approaches.
- Discuss the conflicting views of specialists on the fundamental issues of deaf education.
- Illustrate issues related to How, Where, and What on deaf education.
- To review and breakdown these different views.
- To analyze the characteristics of hearing impaired children
- Classify the needs of hearing impaired children.
- To design individual educational programs (IEP).
- To apply and assess individual educational programs (IEP).
- To identify and illustrate the learning strategies of deaf students

- To identify the communication difficulties of hearing impaired pupils.
- To distinguish language, reading and writing difficulties.
- To review and prepare appropriate educational material.
- To work with other professionals and parents to design individual educational programs (IEP).
- To describe and discuss basic linguistics aspects of Greek Sign Language.
- To develop basic communication skills in Greek Sign Language.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*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
Decision-making
Working independently
Team work
Working an interdisciplinary environment
Respect for difference and multiculturalism

(3)   SYLLABUS

The course syllabus is as follows:
- Defining Terms - Basic Concepts.
- Frequency and causes of deafness – hard of hearing in Childhood. Diagnosis of acoustic loss.
- Anatomy and physiology of the ear. Types of hearing loss. Audiometry - Audiometric tests. Hearing aids and acoustic education.
- The deaf child and its environment. Family and the deaf child.
- Counseling. Early intervention.
- Education of the deaf and the worry of the child: Historical review and Greek reality. Cognitive and language development.
- Communication systems in the education of deaf children. The 200 year war. Linguistic aspects of sign languages.
- Modern education trends: special schools, integration, inclusion.
- Cochlear implants and the influence of technology.
- Deafness and Human Behavior.
- Sociology of Deafness. The Community of the Deaf. Deaf community and sign language. The Deaf as linguistic minority.
- Sign language and education.
- Greek sign language course.
- Visits - Observations in deaf schools.

(4)   TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.	Lectures – interactive teaching	26
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.	Study and analysis of bibliography	20
	Essay writing	14
	Essay presentation	9
	Practice fieldwork	9
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	Sign language laboratory	13
	Autonomous study	31
	Evaluation	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Evaluation language is Greek (and English for Erasmus students). Evaluation: 1. Practical Exercise and Work (40%) including: Group work, sign language lab Practical Exercise in Deaf Schools 2. Written examination (60%) is comprising of: Multiple choice questions. True/false questions. Short answer questions.

(5)   ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Knoors, H and Marschark, M (2014). *Teaching Deaf Learners. Psychological and Developmental Foundations.* Editors: Lampropoulou, V., Okalidou, A., Chatzikakou, K. Athens: Pedio Publications.

Lampropoulou, V., Chatzikakou, K., Vlachou, G. (2003)*. Integration and participation of deaf/hard of hearing in education.* Patras: Deaf Studies Unit – Department of Primary Education. Univeristy of Patras*.*

Lampropoulou, V. (ed.) (1998). *Diagnosis, Restoration of hearing problems, Parental Counseling*. 2nd Educational Training Module. EPEAEK Program. Patras: Dept of Primary Education, University of Patras.

Lampropoulou, V. (ed.) (1999). *Education and Deaf Child*. Εκπαίδευση και Κωφό Παιδί. 3rd Educational Training Module. EPEAEK Program. Patras: Dept of Primary Education, University of Patras.

Lampropoulou, V. (ed.) (2005). Deaf Participation in Education and Society: International Perspectives. Proceedings of the International Conference. Patras: Deaf Studies Unit – Department of Primary Education. Univeristy of Patras.

Marschark, M. (2007). Raising and educating a deaf child, Second edition. New York: Oxford University Press.

Marschark, M., Lang, H.G., & Albertini, J.A. (2002). Educating deaf students: From research to practice. New York: Oxford University Press.

Moores F. D. (2007). Educating the Deaf: Psychology, Principles and Practices. Editors Zoniou-Sideri A, Deropoulou-Derou, E. Athens: Ellinika Grammata Publications.

- *Related academic journals:*
Journal of Deaf Studies and Deaf Education
Deafness and Education International
American Annals of the Deaf
The Volta Review
Sign language and linguistics
Sign Language Studies

COURSE OUTLINE ESW_410

(1) GENERAL

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

COURSE CODE	ESW_410	**SEMESTER**	7th

COURSE TITLE	**ICTs & Education**

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
	Practice	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Elective – Knowledge acquisition, skills development, and change in attitudes
PREREQUISITE COURSES:	COMPUTERS IN THE LABORATORY, INTRODUCTION TO COMPUTER SCIENCE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1427/

(2) LEARNING OUTCOMES

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

The aim of the course is to familiarize the potential educators with the educational software, with the construction and use of learning material, with the didactic scenarios, and with the tools that will make their work more effective from a learning point of view.

By the end of this course the student will be able to:
● Formulate the conditions for the introduction and integration of ICTs in the educational process and adopt the use of technology in the classroom, enriching the content of their courses with several digital media.
● Categorize educational software, link the most important learning theories with its use, and identify the benefits of using appropriate educational software in the educational process.
● Create educational websites, educational blogs, manage Google+ services, and utilize the Edmodo educational social networking tool.
● Composing didactic scenarios, organizing them on the basis of defined building blocks, creating and organizing exercises and activities, and managing DSR platform.
● Use search engines to search for digital material, search for resources, and link them to learning material.
● Construct courses using webcasts, implement tasks in conceptual mapping software and perform learning activities with Scratch programming software.
● Process Images, and analyze the usefulness of the figurative element in the text
● Produce mp4 or avi movies with various free tools.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

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

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

(3) SYLLABUS

The course consists of four modules, and is implemented in the laboratory, with the following subjects:

Section 1. Computer and educational software
- ICTs in education – requirements for integration
- The computer as a cognitive tool
- The educational software
- Learning theories and educational software, educational software integration into the educational practice

Section 2. Internet and education
- Creation of educational webpages and educational blogs
- Social media and Edmodo
- Google+ services

Section 3. Didactic scenarios and tools
- Didactic scenarios – the platform (repository) for didactic scenarios DSR
- The building blocks of a didactic scenario, exercises and activities
- Webquests – construction and use
- Conceptual mapping

Section 4. Learning material
- Learning activities with Scratch
- Search for learning activities and links with the learning material
- Image processing and the use of figurative element in the text
- Production of a movie mp4 or avi type

(4) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*		
	Activity	*Semester workload*
	Lectures	13
	Laboratory practice, demonstration, discussion	26
	Individual work or team work with technology	39
	Individual work (didactic	14

	scenario)	
	Independent study	30
	Evaluation	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation language: Greek (and English for Erasmus students). Evaluation: 1. Individual essays or essays in groups, in relation with search, organization and presentation of specific information (40% of the final grade). 2. Didactic scenario creation and post into the repository (20% of the final grade). 3. Written final examinations, with exercises that have a common structure and form (40% of the final grade). The content of the exam is organized by, true/false questions, multiple – choice questions, matching questions, short answer questions, fill-in-the-blank questions and ordering questions. Assessment criteria are available via e-class and the teacher's personal webpage also.

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Mikropoulos, A. Bellou, I. (2010). *Didactic Scenarios with computers*. Athens: Kleidarithmos Publications.
- Jimoyiannis, A. (2010*). E-learning. Theoretical approaches and educational design*. Athens: Kritiki Publications.
- Roblyer, A., Doering, H. (2015). *Integrating Educational Technology into Teaching*. Athens: ION Publications.
- Vosniadou, S. (2006). *Children, Schools and Computers*. Athens: Gutenberg.
- Selected articles from journals, Such as:
  - ✔ Panagiotakopoulos, C., Armakolas, S., Karatrantou, A., Sarris, M. (2016). The Didactic Scenarios Repository DSR: Description, key points and evaluation of its operation. *Themes of Science and Technology in Education, 9*(2), 45-61.
  - ✔ Apostolopoulou, D., Panagiotakopoulos, C., & Karatrantou, A. (2014). Teachers' Perceptions for the Embedded Theories of Learning in Math and Science Educational Software. *Proceedings of 8th Panhellenic Conference with International Participation «ICTs in Education»* (pp. 53-60). Hellenic Scientific Association of Information and Communication Technologies in Education.

COURSE OUTLINE ESW_411

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ESW_411 SEMESTER 7th
COURSE TITLE	Applied Psychology: Social Interaction and Relationships

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures, workshop activities, theory applications in everyday life	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Elective course: Specialized education in Applied Psychology, skills-development on handling interpersonal relations in social and professional field
PREREQUISITE COURSES:	Research Methodology in Psychology, Developmental Psychology I: Cognitive and linguistic development, Developmental Psychology II: Emotional and social development, Cognitive analysis of learning in education, Social Psychology: The individual as group member, Cross-cultural Psychology: The individual in the world
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1401/

(2) LEARNING OUTCOMES

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

The course aims at presenting students with topics of applied social psychology in interpersonal relationships depending on individual's age and life stages as related to personal, social and occupational contexts. Students are expected to explain the social roles that individuals acquire as related to their attitudes, values and reactions in various relationships. In our times, the ease of access to everybody everywhere anytime due to technological advances does not mean ease of communication as well. Students are expected to comprehend practically that communication means choices and choices affect the other members of the relationship. Taken from Counselling Psychology research, emphasis is given to time as central factor in forming and modifying a relationship. Students through experiential learning are to identify and handle the following in their relationships (personal, social and occupational): the important role of the individual's verbal, non-verbal behavior as well as of social norms in defining interpersonal communication; the action models and attitudes that the individual already possesses from their early life experiences, mainly the child's attachment type; the way that personal, social and occupational relationships are built and modified along; the

common action models developed by the members of the relationship working as a system and with which the members negotiate on its potential modification.

<table>
<tr><td colspan="2">General Competences
<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></td></tr>
<tr>
<td><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
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas</i></td>
<td><i>Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
…….</i></td>
</tr>
<tr>
<td colspan="2">

- 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

</td>
</tr>
</table>

(3) SYLLABUS

This course explores the dynamics of interpersonal communication, looks at the principal tools and skills of interpersonal communication, focuses on the core of interpersonal communication, namely, self and others and addresses more complex dynamics of interpersonal communication such as intimacy, communication climates, and interpersonal conflict communication as it is evinced in personal, social, and workplace relationships. In particular, the topics addressed in this course are:

Interpersonal interactions and interpersonal relationships; Types of interpersonal relationships: Family, friends, colleagues; Social norms and social roles; Verbal and non verbal communication; Models describing social interaction, incompleteness and ambiguity in social interaction; Dramaturgical analysis of symbolic interaction; Rituals in interpersonal interaction; Subjective understanding: Personal constructs and attributions in social relationships; Systemic perspective: Negotiation among partners, patterns of actions.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr>
<td>DELIVERY
<i>Face-to-face, Distance learning, etc.</i></td>
<td colspan="2">Face to face</td>
</tr>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
<i>Use of ICT in teaching, laboratory education, communication with students</i></td>
<td colspan="2">Use of powerpoint and video in teaching
Use of e-class platform to support students' study of bibliography</td>
</tr>
<tr>
<td rowspan="3">TEACHING METHODS
<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></td>
<td><i>Activity</i></td>
<td><i>Semester workload</i></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures, laboratory practice, interactive teaching with conversation with the students on video display (film production)</td>
<td>39</td>
</tr>
</table>

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	regarding everyday situations	
	Study of bibliography/project, artistic creativity/oral presentation	85
	Written exams using ICT	1
	Course total	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students performance evaluations is carried out in either upon students' choice: 1. Written exams at the end of the semester. Video display or 2. 15' presentation using ICT to present an interpersonal communication topic both theoretically and applied on a video display of their choice or production. Limited number of presentations.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Knapp, M.L, Vangelisti, A.L. & Caughlin, J.P. (2014). *Interpersonal communication and human relationships.* Pearson.

Miell, D. & Dallos, R. (2011). *Diaprosopikes scheseis: Mia sinexis koinvoniki allilepidrasi [P. Panagiotopoulou, Trans.].* Athens: Pedio Publishers. (Original work published 1997)

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.

Wetherell, M. (2005). *Taftotites, omades, kai koinonika zitimata, [Identities, groups, and social issues].* Athens: Metexnmio. (Original work published 1996)

COURSE OUTLINE ESW_412

1. GENERAL

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

COURSE CODE	ESW_412	**SEMESTER OF STUDIES**	7th Semester
COURSE TITLE	SPECIAL ISSUES IN THE STUDY OF LEARNING DISABILITIES		

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

COURSE TYPE *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων*	OPTIONAL Scientific Knowledge Discipline Research skills development
PREREQUISITE COURSES:	PSYCHOLOGY OF READING AND SPELLING METHODOLOGY OF EDUCATIONAL SCIENCES STATISTICS
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (ENGLISH)
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1454

2. LEARNING OUTCOMES

Leraning outcomes

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

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)
- *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*
- *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β*
- *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*

At the end of the course, students are expected:
- to analyze cognitive/ metacognitive/ educational factors affecting reading and spelling of students with/without LD via research papers
- to implement a small research project on LD.

General Abilities

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

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών
Προσαρμογή σε νέες καταστάσεις
Λήψη αποφάσεων
Αυτόνομη εργασία
Ομαδική εργασία
Εργασία σε διεθνές περιβάλλον
Εργασία σε διεπιστημονικό περιβάλλον
Παραγωγή 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

Ability for critical thinking/problem-solving Ability for searching, analyzing, synthesizing data via on-line data bases Ability for self-study/group study	

3. COURSE CONTENT

Syllabus topics are the following: Current research issues presented in international scientific papers on cognitive/ educational factors in relation to typical/atypical development of reading and writing skills.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHINGMETHOD *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.*	Lectures. Discussion in the classroom. Research Applications. Paper presentations. Project presentations. Use of on-line data bases. Tutorials for all students
USEOFINFORMATIONANDCOMMUNICATIONTECHNOLOGIES *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές*	Lectures via power-point. Une of on-line research data-bases. Educational material via e-class. Communication with students via e-mail.

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

Teaching Method	*Semester Workload*
Lectures	6
Educational Applications	33
Written essay A	20
Written essay B	50
Autonomous Study	13
Oral Assessment	3
Total number of hours for the Course	*125*

STUDENT ASSESSMENT *Περιγραφή της διαδικασίας αξιολόγησης* *Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες* *Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;*	Written essay A (30%) and Written essay B (70%) Greek/English for Erasmus students Assessment criteria available via e-class

5. RECOMMENDED LITERATURE

Stasinos, D. (2015). *Psychology of Discourse and Language.* Athens: Gutenberg (In Greek).
Theofilides, Ch. (2005). *How to write a scientific essay. From Theory to Practice.* Athens: Gutenberg (In Greek).

COURSE OUTLINE ESW_413

(1) GENERAL

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

COURSE CODE	**ESW_413**	**SEMESTER**	**7ᵗʰ**

COURSE TITLE	SONG: EXPRESSION AND CREATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
SEMINARS – CLASSROOM WORKSHOP	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	ELECTIVE GENERAL KNOWLEDGE SKILLS DEVELOPMENT
PREREQUISITE COURSES:	The knowledge contained in the syllabus of the 1st semester "Music Theory and Practice"
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English and French)
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

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

Students at the end of the semester should be able to:
• Create melodies in texts
• Adjust texts to melodies
• Convert monophonic songs into two voices and three voices songs
• Harmonize melodies
• Create accompaniment of improvised instruments in given melodies
• Create interdisciplinary teaching, using the song as a means.

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

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

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

- Individual work
- Ability of criticism and self-criticism
- Promoting creative thinking

(3) SYLLABUS

- Song melodies and their idioms are examined
- Ways of harmonizing melodies are studied
- Ways to use accompaniment of improvised instruments are considered
- Examine how to adapt texts to given melodies
- The different types of musical accompaniment are examined
- Melodies are created on texts

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**YES**
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Seminars</td><td>15</td></tr><tr><td>Individual works</td><td>20</td></tr><tr><td>Application exercises</td><td>57</td></tr><tr><td>Individual work of a teaching module</td><td>30</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>Course total</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek (English and French for Erasmus students). - Assessment of the final individual work by the examinee and presentation in the classroom (70%) *(creation of an interdisciplinary module with the use of a song composed and edited by the examinee)* - Delivering a dossier that includes all the work done during the semester (20%). - Creative participation in the course (10%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Books with songs
- Related academic journals:

COURSE OUTLINE ESW_414

(1) GENERAL

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

COURSE CODE	ESW_414	**SEMESTER**	**7TH**

COURSE TITLE	Educational Assessment

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

COURSE TYPE	Optional/elective, special background, specialized general knowledge, skill and attitude development
PREREQUISITE COURSES:	Basic knowledge on sociology and educational policy.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/41E17713/

(2) LEARNING OUTCOMES

Learning outcomes
The aim of this course is to allow the students, future elementary school teachers, become familiar with the analysis and implementation of the educational themes, issues, theories and methods of evaluation policies. The understanding of the interdisciplinary connections between the evaluation findings and education policies is necessary. The development of positive attitudes and behaviors towards the educational evaluation is an apparent principle. With the completion of the course students must be able to: ● Describe the general characteristics of an effective educational evaluation. ● Exemplify the description of these general characteristics according to whether educational evaluation refers to persons/roles, operations/ situations and institutions. ● Recognize the way educational evaluation is applied, as to whether it is internal, external, or joined. ● Understand and comment on the way educational evaluation is applied at a central (government) level, or at the level of the school unit. ● Recognize and describe the most effective evaluation technique according to the "object" this aims at (school building, classrooms, other school space, type of governance, teachers' characteristics, programs of studies and educational material). ● Develop their social skills and analyze issues of methodology and techniques of systematic study and research in the frame of considerations on educational evaluation and its historical dimension. ● Argue on the role and the importance of educational policy in the field of evaluation at a national or international level, with special references on the role of the European Union (EU) and the Organization of Economic Cooperation and Development (OECD). ● Study, describe and comment on the way that educational evaluation is applied in the EU countries.

General Competences
● Criticism and self-criticism ● Individual work ● Team work ● Work in an interdisciplinary environment ● Work in an international environment ● Decision making ● Study, analyze and synthesize data and information with the use of the necessary sources. ● Promotion of the free, inductive and creative thought.

(3) SYLLABUS

The course is developed on both theoretical and practical levels, with theme content that could be described as follows:

Unit 1: The concept of educational evaluation:
- Description of the concepts that are related to educational evaluation, such as effectiveness and quality in education.
- The role of performance indicators in education.
- Benchmarks making in the various educational thematics.
- Performance Indicators in education. The EU 16 Education Indicators.

Unit2: Evaluation in the Greek Education and its historical dimension:
- The role of Inspectors in Greek Education and the adaptations towards the development of the institutional role of School Counselors.
- The "non application of educational evaluation by the School Counselors.
- The arguments of professional, social and pedagogical nature that are put forward in favor or against educational evaluation.

Unit 3: The concept of evaluation of school work:
- The legal/institutional dimension of "educational work".
- The issue of teacher evaluation and how it is introduces in the evaluation of a school unit.
- The self-assessment of the educational school unit as an educational discourse and practice.

Unit 4: Student practice in the study and the presentation of educational evaluation in other countries of the EU:
- Evaluation of school units in EU. Presentation of summative characteristics, similarities and differences.
- The use of educational evaluation results towards the improvement of the quality in education.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY .	Face-to-face (lectures, seminars, laboratory practice, presentation, discussion).
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of Internet Power Point presentations Website use Support learning through e-class platform
TEACHING METHODS	

Activity	Semester workload
Lectures/seminars	13
Practical/laboratory exercise, presentation, discussion	26
Individual or/and team work with educational material.	39
Individual scenario	14

	Independent study	30	
	Evaluation	*3*	
	Course total	*125*	

STUDENT PERFORMANCE EVALUATION	Evaluation language is Greek. The English language may be used in the case of foreign students. Evaluation: 1. Individual or team work on educational evaluatioi, work presentation and discussion (40% of the final grade) 2. Continuous/transformative evaluation of students' presence and participation (20% of the final grade). 3. Written final exams with questions of common structure and shape. The content of the exams is organized in open-ended essay type questions (up to limited number of words), multiple choice questions, short answer questions, filling the gabs exercises. The evaluation criteria are accessible to the students through the e-class platform.

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
  - ✔ Karatzia-Stavlioti, E. & Alahiotis, S.N., (2009). *Inter-thematic and Biopedagogic Approach in Learning and Assessment.* Livanis, Athens (in Greek).
  - ✔ Karatzia-Stavlioti, E. & Lambropoulos, H., (2006). *Evaluation, effectiveness and Quality in Education,* Gutenberg, Athens (in Greek).
  - ✔ Constandinou, Ch. (in collaboration with J. Constantinou), (2017). *Evaluation in Education: The evaluation of the educational work, teacher and the pupil as a theory and as a practice.* Gutenberg publications, Athens (in Greek).
  - ✔ The texts in the e-class

Related academic publication

Karatzia-Stavlioti, E (2006). «Evaluation of the school unit: Greek and European experience." *Macednon,* 15, pp. 157-177.

COURSE OUTLINE ESW_415

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW_415 **SEMESTER** 7th
COURSE TITLE	MODERN AND CONTEMPORARY HISTORY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES - SEMINARS – CLASSROOM WORKSHOP	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	ELECTIVE GENERAL KNOWLEDGE
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students at the end of the semester should be able to:

1. Discuss the general mapping and geography of Greek and European History from the Fall of Constantinople to the present day.
2. To reflect on the contribution of key figures and events in the Greek, European and world history of the Modern Age, to understand the relationship between the present and the past and to further try to interpret the way the modern world is built and developed.
3. To develop the ability to analyze historical sources, to draw conclusions based on this analysis and to compose critical essays that explain the importance of certain historical events for the historical periods under study.
4. Write and narrate historical facts using concise arguments and critically interpret the past.
5. Use different types of sources (primary sources, secondary sources, etc.) to support their arguments and interpretations.
6. To describe the political, cultural and social history of Greece and Europe from 1821 to the twenty-first century.

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, analysis and synthesis of data and information,
- Promotion of free, creative and deductive thinking
- Recognition and critical investigation of social

(3) SYLLABUS

(A) Europe, 15th c. - 1815: political and military events, Renaissance, Enlightenment. 19th - 20th century: the creation of modern nations - states · 1st world war · 2nd world war · cold war period.
(B) Greece, 15th c. - 1830: Conquest of Constantinople · Ottoman rule: institutions, administration, culture, education · Modern Greek Enlightenment · Greek revolution. From the creation of the Greek state until 1980: military events, history of political institutions, Greece and Europe.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of computer and projector
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Exercises</td><td>13</td></tr><tr><td>Study from literature and presentation</td><td>22</td></tr><tr><td>Individual work</td><td>48</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>Course total</td><td>*125*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek Assessment: Written final examination

(5) ATTACHED BIBLIOGRAPHY

- Bibliography:
  Divine Robert, *Causes and Consequences of World War II*, Chicago 1969, pp. 3-31.
  Snell John, *Illusion and Necessity: The Diplomacy of Global War, 1939-1945*, Boston 1963, pp. 148-172.
  Reynolds David, *From World War to Cold War: Churchill, Roosevelt, and the International History of the 1940s*, New York 2006, pp. 235-291.
  C.M. Woodhouse, *The Greek War of Independence*, London 1952
  P. Martin, *Greece of the Twentieth Century*, London 1913

COURSE OUTLINE ESW_416

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ESW_416 **SEMESTER OF STUDIES** Z
COURSE TITLE	DIDACTICS OF SCIENCE

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

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

(2) LEARNING OUTCOMES

The main purpose of the course is for students to acquire the appropriate tools so that they can design and implement effective teaching related to the concepts of science in primary education as well as to evaluate them.

The objectives of the course are:
• The highlighting of the importance of children's alternative ideas in the teaching and learning of science.
• Metaphors and proportions in the teaching practice
• Analyzing and designing models in the teaching practice
• The discussion of science teaching models with their advantages and disadvantages
• The design of experimental activities with simple materials
• The didactic use of simulations and virtual environments related to science
• The application of the exploratory approach to science concepts in Primary School
• The application of the constructive teaching model for science concepts in Primary School
• The exploration of the relationship between science teaching and ICT, Environmental Education and non-formal education.

Upon the successful completion of the course the students will be able to:

• plan and implement teaching related to science courses, using appropriate teaching strategies and models
• utilize techniques for highlighting and reconstructing the ideas of students for science concepts and to include them in the planning of the didactic intervention
• suggest lesson plans and worksheets for science topic units

• carry out small researches and complete projects, using the respective scientific procedures
• use existing teaching tools, exploiting their advantages and avoiding their disadvantages
• create their own teaching tools using ICT and use them to create standard teaching scenarios
• understand the importance of non-formal learning resources and incorporate them into their teaching practice
• evaluate existing or self-created teaching interventions in all their dimensions
General capabilities
• Autonomous Work • Teamwork • Search, analysis and synthesis of data and information, using the necessary technologies • Adaptation to new situations • Decision making • Promoting free, creative and inductive thinking • Respect for diversity and multiculturalism • Respect for the natural environment • Work in an interdisciplinary environment

(3) SYLLABUS

The course includes: • The nature of the science. The research field of Didactics of Science. Historical development of the teaching of science. • Approaching scientific knowledge. Learning theories in science • Following the scientific method of analysis. • Modern approaches to teaching and learning science. • The socio-cultural approach to science • Learning difficulties in Science. • Children's ideas and their relationship with science teaching • Teaching tools in science • The constructive approach to teaching and learning. Examples of a constructive teaching approach for young children and grades five and six primary school learners. • The exploratory approach in science • The experimental science teaching. The role of the experiments in a conceptual change. Didactic Transformation • Educational software, new technologies and informal forms of learning in science teaching

(4) TEACHING AND LEARNING METHODS-ASSESSMENT

COURSE DELIVERY MODE	In class & in the corresponding laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Course presentations with PowerPoint slides. • Utilization of proper websites. • The Learning process is supported through the electronic platform e-class. Supplementary specialized closed and open type educational software (Edison 4.5 Interactive Physics) and PhysApplets from the internet are used	
ORGANIZATION OF TEACHING SESSIONS	*Activities*	*Semester Work Load*
	Lectures	39
	Coaching classes	13

	Study and analysis of literature	30
	Autonomous studying/writing of assignment	40
	Assessment	3
	Course total hours (125 hours of workload per credit)	**125**
ΑΞΙΟΛΟΓΗΣΗ ΦΟΙΤΗΤΩΝ	Language of assessment Greek. Oral examination at the end of the Semester. Homework and oral presentation (Project)	

(5) ATTACHED BIBLIOGRAPHY

-Προτεινόμενη Βιβλιογραφία:

Chalkia, K. (2011). Teaching science, S. PATAKIS SOCIETE ANONYME PUBLISHING AND DISTRIBUTION COMPANY

Koumaras, P. (2017). Teaching Physics Tomorrow, G. DARDANOS - K. DARDANOS OE

Ravanis, K. (2016). Introduction to Didactics and Science Teaching

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Matthews, M. (2011). Time for science

Kotsis, K. (2011). Research approach to the timeless nature of alternative ideas in the teaching of Physics,

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Akrivos, P. (2012) Elements of teaching Chemistry. Ziti Publications, Thessaloniki.

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Kolliopoulos, D. (2004). Topics in Science Teaching

Kolliopoulos, D. (2004). The didactic approach of the Museum of Science

Gushing, J. (2003). Philosophical concepts in Physics.

Zisimopoulos, G., Kafetzopoulos, K., Moutzouri-Manousou, E., Papastamatiou, N. (2002). Didactic topics for the courses of science

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Driver, R., Squires, A., Rushworth, P., Wood-Robinson, V. (1998). Building the concepts of sciences.

Lemeignan, G., Weil-Barais, A. (1997). The construction of concepts in Physics.

Patapis, S. (1995). Physics teaching methodology.

Koulaidis, V. (1994), Representations of the Natural World.

Michailidis. P., Velegrakis, E., Lampraki, E., Kalopsyhaki, E., Stavrakaki ,,, S. (1993). The Teaching of Physics.

Solomon, J. (1993). Teaching Science Technology and Society.

Arons, A. (1992). Physics teaching guide.

Kouzelis, G. (1991). From the Experiential to the Scientific world.

Driver, R., Guesne, E., Tiberghien, A. (1985). Children Ideas in Science., London.

COURSE OUTLINE ESW_439

1. GENERAL

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

COURSE CODE	ESW_439	**SEMESTER OF STUDY**	Z

COURSE TITLE	Astronomy and earth science concepts

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

COURSE TYPE	Optional: Acquisition of knowledge, critical ability, skills of proper management and data processing
PREREQUISITES:	NO
TEACHING LANGUAGE AND EXAM LANGUAGE	GREEK
COURSE OFFERED TO ERASMUS STUDENTS	NO
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	

2. LEARNING OUTCOMES

•

The aim of the course is the adequacy in the use of knowledge/skills/abilities, necessary for the primary school teacher, for the understanding and/or exploitation of the phenomena that occur in the world we live in (world, land) and for educational but also for professional/personal reasons.

By differentiating the learning outcomes in knowledge, skills and abilities we aim at:

Knowledge

For students to be able to:
- Determine the position of the Earth as a celestial body in the universe
- Describe the solar system
- Describe and recognize the movements of the earth and the consequent phenomena
- Describe and recognize the stratification, composition and dynamics of the Earth's atmosphere
- Describe, distinguish and recognize the structure, relief and physiognomy and dynamics of the lithosphere as well as the corresponding phenomena (earthquakes, volcanoes)
- Appreciate the characteristics of the hydrosphere and biosphere and in general the place of man in the geosphere.
- Get to know and classify their ideas about specific concepts and phenomena.

Skills

For students to be able to:
- Apply the knowledge and utilize the know-how they will acquire for the fulfillment of tasks and problem solving, but also for the effective use of the educational material that concerns the phenomena that occur in the environment or in the wider world.

Abilities

For students to be able to:
- Create and/or redesign appropriate educational material for their teaching needs
- Organize this material based on the specific concepts and phenomena that they will teach, following the various teaching models. This is important as they need to effectively pass on the specific knowledge, related to its basic concepts, astronomy, but also the place of man in the geosphere to children-students of primary education

- Use these abilities for professional and/or personal development.
- Support the importance of the above knowledge, skills and abilities for a better and more complete view of our world and their importance in their role as teachers of Primary Education.

	GENERAL ABILITIES

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

3. SYLLABUS

The course deals with science concepts (geography, environmental studies) related to the respective units of the curriculum for primary schools, as this is formed in the general context of science.

The course is developed at a theoretical and laboratory level, with topics that include the following:

- Universe-Creation - evolution of the stars - Ideas of students
- Solar system: Sun, Earth, Moon, Planets, Other celestial bodies of the solar system (comets, asteroids, meteors)
- Earth-moon movements and the consequent phenomena (solar and lunar eclipses, day/night/ seasons)
- Moon - sun effects on the earth
- Maps and cartography
- Earth: shape-formation--age determination. Ideas of students
- The Earth's Atmosphere (stratification-composition-evolution of the Earth's atmosphere)
- Hydrosphere/Aquatic environment
- Lithosphere (structure and composition of the Earth- continental shift- earthquakes-volcanic eruptions) - Ideas of students
- Biosphere and climate
- Man and geosphere

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY MODE	Face to face (lectures, discussion, visits).
USE OF ICT	Course presentations with PowerPoint slides. Utilization of appropriate websites. Learning process support through the electronic platform e-class.
ORGANISATION OF COURSE	

Activities	Semester Workload
Lectures	39
Laboratory practice, demonstration, discussion	
Individual work (elaboration and presentation)	35
Autonomous study	48
Evaluation	3
Total: 25 hours of workload per credit unit	**125**

STUDENT ASSESSMENT	Language of assessment: Greek Evaluation methods: Formative / Final • Individual / group work (20%) • Presentation (public) (20%) • Course design / implementation (30%) • Written exam (Multiple choice test / short answer questions) (30%

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Κατσίκης Α. Ν. (2004) Δια-θεματική Γεωγραφία (2004), Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
Katsikis AN (2004) Interdisciplinary Geography (2004), G. DARDANOS - K. DARDANOS OE

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Χαλκιά, Κρυσταλλία (2006). Το ηλιακό σύστημα μέσα στο σύμπαν. ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ

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  E-class- course notes