DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY OF PATRAS

COURSES OUTLINE

4th YEAR

Semester 8th

Academic Year: 2021-2022

MAIN FIELD: TEACHERS OF PRIMARY EDUCATION

COURSE OUTLINE ESW_417

(1) GENERAL

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

COURSE CODE	ESW_417	**SEMESTER OF STUDIES**	8th
COURSE TITLE	SCHOOL PRACTICUM II		

INDEPENDENT TEACHING ACTIVITIES *σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων*	Laboratory Exercises-Preparation-Feedback	ECTS CREDITS
Attending/observing teaching primary school timetable courses in the classroom (by the students)	12	10
Teaching primary school timetable lessons in the classroom (by the students)	5	
Laboratory Exercises-Preparation-Feedback	4	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.		

COURSE TYPE *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων*	Compulsory course- acquiring Knowledge, as well as developing Skills and changing Attitudes/behaviors (through laboratory and practical training).
PREREQUISITE COURSES:	• Didactics of subjects (eg Didactics of Language, of Mathematics, of Physics etc.) • One week of certified internship at the Experimental Primary School of the University of Patras during the 7th semester
TEACHING AND ASSESSMENT LANGUAGE:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (English, French)
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1450/

(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 the students will be able to:
 • apply the basic principles of modern teaching in the day-to-day educational process in primary school.
 • effectively teach primary school students all the lessons required by their curriculum (apart from the specializations)

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

(3) SYLLABUS

Practical orientation, laboratory course (with laboratory and practice).
➢ includes the practicum carried out at schools in the fourth year of studies (**8th semester**) and it is considered an autonomous compulsory course. Students are assessed on the basis of their teaching performance at school and of a portfolio containing their lesson plans, projects, as well as self- and peer-evaluation on their overall performance at school.
More specifically:
➢ The *Practice at Schools* (placement/internship) of the students at schools lasts thirteen weeks.
• Students, three days a week for at least 5 teaching hours a day, attend/observe (two days) and teach (one day) in the classroom. They also do the same for two consecutive weeks, one in the beginning of the semester and the other towards the middle of the semester. Overall, students are in schools during the 8th semester about 250 teaching hours.
• Compulsory supporting laboratories are also included, 2 per week for each student. They are conducted in groups of 30, one preparatory and the other a feedback. In total, approximately 60 hours of workshops per student in the 8th semester.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.*	Face to face: • Encouraging and supporting students in the schools in which they are practiced • Preparation and feedback of the process through workshops, group activities and lectures.

	• Training and continuous communication-cooperation with the teacher-mentors of the students.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές*	Use of ICT (Power-points, Eclass Material, Links to specialized websites) • in Laboratory Education, • in Student Communication

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

Teaching Method	*Semester Workload*
Field Practice – Practice at schools (internship /Placement)	130
Teaching at schools	65
Exercises in the laboratory – preparation - feedback	52
Plenary Session - Evaluation	3
Total hours for the Course	250

STUDENT ASSESSMENT *Περιγραφή της διαδικασίας αξιολόγησης* *Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες* *Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;*	• Language of assessment: Greek (English and French also, for foreign students) The final grade in the course is based on: • Observation of students' school practice (40% of the final grade) • Evaluation of their portfolios (teaching plans, projects, assessments and evaluations) (30% of the final grade) • Participation and contribution of the student, attending the laboratory (30% of the final grade) The evaluation criteria are explained in detail to students through the *e-class*

(5) RECOMMENDED LITERATURE

Καραντζής, Ι. (2011). *Ο δάσκαλος στη σχολική τάξη: βασικές ψυχο-παιδαγωγικές και διδακτικές εφαρμογές*. Αθήνα: Ίων.

Καραντζής, Ι. και Μάνεσης Ν. (2013). *Σχέδια μαθήματος για το Δημοτικό Σχολείο: από τη θεωρία στην πράξη*. Πάτρα: Gotsis.

Κόκκοτας, Π. (1998). *Σύγχρονες προσεγγίσεις στη διδασκαλία των φυσικών επιστημών*. Αθήνα, αυτοέκδοση.

Κολέζα, Ε. (2009). *Θεωρία και πράξη στη διδασκαλία των μαθηματικών*. Αθήνα: Τόπος.

Ματσαγγούρας, Η. (2008). *Σχολική Τάξη*, τόμ. 1, αυτοέκδοση.

Ματσαγγούρας, Η. (2005). *Θεωρία και πράξη της διδασκαλίας. Τόμ. 2: στρατηγικές διδασκαλίας*. Αθήνα: Gutenberg.

Φτερνιάτη, Α. (2013). *Πανεπιστημιακές σημειώσεις για το μάθημα «Διδακτική της Νεοελληνικής Γλώσσας»*, Παν/μιο Πατρών (βλ. https://eclass.upatras.gr/)

COURSE OUTLINE ESW 418

(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 418	**SEMESTER**	8th

COURSE TITLE	Sociology of Family

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialized General Knowledge (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (English -for incoming Erasmus students).
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1432/

(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 the role of the family as an institution in order to build sociological knowledge
- Examine the ways recent family transformation (culture and social structure) interacts social experience and change.
- Present and critically analyse how family transformation as a current social factor affects social structure and individuals.
- Develop the appropriate skills of implementing the techniques and methods adopted and related to the sociological analysis of family structure as a social institution and unit of socialization.

General Competences

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

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

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

(3) SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: The main issues of Sociology and sociological Theory in contemporary literature. Clarification of terms. Methods and practices. The concepts of inclusion and family by race/ethnicity, gender, age, and class.

Part B. Lectures 5-8: Application of the three major sociological theories in examples of various issues affecting the family as an institution.

Part C. Lectures 9-13: Presentations on recent issues and debates on sociology of the Family . Students' essays (optional) presentations with critical approach and dialogue.

(4) TEACHING AND LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	Activity	Semester Workload
	Lectures and active discussions	17
	Workshops and Laboratory practice	32
	Hours for private study of the student and preparation of home-works	73
	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 | Students are assessed as follows:
1.   Written examination after the end of the semester or individual research projects for final papers. |

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.*	7

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Cohen, Philip N. (2018): *The Family: Diversity, Inequality, and Social Change* (2nd ed). New York: WW Norton.
- Mayall, Barry (2002): *Towards a Sociology for Childhood*, Open University Press, Maidenhead, Berkshire, UK.
- Brian Williams, Stacey Sawyer and Carl Wahlstrom (2008): *Marriages, families, and intimate relationships: A practical Introductions* (2nd Edition), Pearson, Boston.

COURSE OUTLINE ESW 419

(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 419	**SEMESTER**	8th
COURSE TITLE	Sociology of Media and Communication		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialized General Knowledge (optional)
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. (English -for incoming Erasmus students).
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/1432/

(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:
- Explain the role of ICT analysis in building sociological knowledge
- Examine the ways technology culture and social structures form the use of ICTs and how Technology in turn influences social experience and change.
- Present and critically analyse how ICT as a current social factor affects social structure and individuals.
- Develop the appropriate skills of implementing the techniques and methods adopted and related to the sociological analysis of the use of ICTs .

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

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

Production of new research ideas	Others… …….

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

- Basic knowledge of the fields of Sociology of New Technologies
- Promotion of creative and inductive thinking, easily move from memorization, analysis and application to synthesis and evaluation
- Ability to search, analyse and synthesise relevant data and information, critically assess a published research report and suggest how the study could have been improved.

(3) SYLLABUS

The course develops into three components/parts:

Part A. Lectures 1-4: The main issues of Sociology and sociological Theory in contemporary literature. Clarification of terms. Methods and practices. The concepts of inclusion and digital gap by race/ethnicity, gender, age, and class.

Part B. Lectures 5-8: Application of the three major sociological theories in examples of various issues affecting the use of ICT.

Part C. Lectures 9-13: Presentations on recent issues and debates on digital gap. Students' essays (optional) presentations with critical approach and dialogue.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures face to face, presentation of student homeworks, brainstorming, documentaries, digital content and motion picture films review from a sociological perspective in order to demonstrate the terms and theories discussed in this course.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in teaching, laboratory education, communication with students*	Power points, e-class material.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	<table><tr><td>**Activity**</td><td>**Semester Workload**</td></tr><tr><td>Lectures and active discussions</td><td>17</td></tr><tr><td>Workshops and Laboratory practice</td><td>32</td></tr><tr><td>Hours for private study of the student and preparation of home-works</td><td>73</td></tr><tr><td>Final examination (3 conduct hours)</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 or individual research projects for final papers.

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:
- Kirides A., Drosos B., Tsakiridou E., (2003). *Who's afraid of New Technologies?* Athens: Gutenberg.
- Castells M., (2000). *The rise of the network society.* Willey-Blackwell.

COURSE OUTLINE ESW_420

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_420	SEMESTER	8th

COURSE TITLE	Applied Psychology: Emotion and Behavior

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 in applying theory	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: Special background
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/PDE1411/

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*

After the completion of this course, students are expected to analyze that emotion is an indispensable element in building the appropriate emotional environment during teaching in the classroom, in formation of the individual behavior, in decision making and learning. Also, they are expected to analyze that, as stands for all other psychological variables, the interdisciplinary approach is the basis for understanding emotion and its role in individual's life. In particular, students are expected to negotiate, recognize and handle every day at workplace: how emotions are evoked due to the individual's cognitive assessment of the social stimuli; how emotion affects cognitive processes; how the experience and the expression of emotion is related to brain structures and functions; how different emotions affect the individual's social relationships of cooperation and competition.

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

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

3. SYLLABUS

The course will examine recent theoretical and empirical advances in the study of human behavior resulted by the triplex brain, cognition and emotion viewed functionally as adaptations within cultural contexts. Topics are grouped around (1) the contemporary psychological approach to the content of emotion based on neuropsychological research findings, (2) the development of emotions from birth to adulthood and their role for children regarding their academic achievements and social relationships, (3) the way emotions are viewed by the various human sciences disciplines. In particular, the thirteen topics of the course are as follow: Defining, emotion, affect and feeling; Contemporary psychology research on emotion; Culture as related to constructing and expressing emotions – Display rules; Evolution theory as related to constructing and expressing emotions; Definition and procedure of emotion in psychology; Brain structures and functions as related to emotion; Development of emotions; Individual differences of emotional development; Emotion effects on cognitive processes of learning.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography	
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, interactive teaching, workshop with conversation with the students on video display material so that theory is applied in everyday situations	36
	essay writing	3
	Study of bibliography/fieldwork	85
	Exams	1
	Course total	125

STUDENT PERFORMANCE EVALUATION	Students performance evaluations is carried out in either upon students' choice:
Description of the evaluation procedure *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Written exams at the end of the semester with open books or 2. Weekly reports on activities that require comprehension of the topic of the week

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

Gallagher, S. (2005). *How the body shapes the mind.* Oxford University Press.

Goleman, D. (2006). *Social intelligence*. Daniel Goleman.

Harmon-Jones, E., & Winkielman, P. (2007). *Social Neuroscience: Integrating biological and psychological explanations of social behavior.* The Guilford Press.

Keltner, D. (2013). *Understanding emotions.* Wiley.

Malle, B.F. (2004). *How the mind explains behavior: Folk explanations, meaning, and social interaction.* MIT Press.

Niedental, P., Krauth-Gruber, S., & Ric, F. (2011). *Psichologia tou synasthimatos [*Psychology of emotion]. (Z. Antonopoulou Trans.). Athens: Motibo Publishers A.E. (Original work published 2006)

Oatley, K. & Jenkins J. M. (2004). *[Sygkinisi: Ermineies kai katanoisi]* [Emotion: Interpretation and comprehension] (M. Solman & B. Davou Trans.). Athens: Papazisis Publishers. (Original work published 1996)

Wexler, B. E. (2008). *Brain and culture: Neurobiology, ideology, and social change.* MIT Press

COURSE OUTLINE ESW 422

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_422	**SEMESTER**	8st
COURSE TITLE	Interdisciplinarity & Projects		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1598/

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 project in the daily educational process.

It is expected that after the completion of the course the students will be able to:

• analyze in depth the concept of interdisciplinarity.

• discuss the teaching value of projects.

• identify the potential of the teacher's role in exploiting active and experiential learning methods.

• clearly define, when designing a project, the stages, phases, objectives and expected learning outcomes.

• take into account in the design and conduct of a project the specific individual and socio-cultural characteristics of the pupils as well as their relevant pre-existing knowledge and experiences with the subject matter to be negotiated.

• choose appropriate methods, techniques, activities, instruments, materials and methods of evaluation.

• explain the role of education in the development of critical and creative thinking of students, as well as their metacognistic abilities.

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

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 core of this course is the animation, support and reflection of students through workshops and group activities, in order to design, develop, present and implement interdisciplinary activities and projects.

4.   TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lecture, viewing and analysing material, 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 *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 + Laboratory Exercise	39
	Autonomous study	81
	Evaluation	5
	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.	Work (design, detailed presentation and implementation of cross-thematic activities and a project in written form)

5. ATTACHED BIBLIOGRAPHY

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*

Κοσσυβάκη, Φ. (2003). *Εναλλακτική διδακτική. Προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου.* Αθήνα: Gutenberg

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

Ματσαγγούρας, Η. (2003). Η διαθεματικότητα στη σχολική γνώση. Αθήνα: Εκδόσεις Γρηγόρη

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_424

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_424	**SEMESTER**	8th
COURSE TITLE	INTRODUCTION TO LITERARY THEORY		

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 Specialised general knowledge: Literary theory
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/PDE1416/

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 main aspects of literary theory as a special field of literary studies.
2. Explain the main Schools and trends in the 19th and 20th century tradition of the subject.
3. Identify implement critically the relevant bibliography and terminology.
4. Implement the tools of literary theory in teaching practice.

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*
Team work	*and sensitivity to gender issues*
Working in an international environment	*Criticism and self-criticism*
Working in an interdisciplinary environment	*Production of free, creative and inductive thinking*
Production of new research ideas	*……*
	Others…
	……

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

Analysis and synthesis

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

3. SYLLABUS

Introductory investigation of the main chapters of literary theory organized in the following units:

1. Defining the field and its key concepts.
2. Presentation of the main Schools and trends in the 19th and 20th century theoretical thought, discussion of Aristotle's *Poetics* and of modern Greek literary theory.
3. Approach to certain special issues, such as: (a) The interaction of literary theory with the disciplines of linguistics, philosophy and psychoanalysis; (b) its relationship with literary criticism and comparative literature; (c) the possibility of implementing its tools in teaching practice.

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	3x13=39
	Preparation for the final written examination	47
	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 three open-ended questions and offers the possibility of choosing two of them. Each of these questions corresponds to the 50% 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:*
- *Related academic journals:*

Compagnon, A., *The Demon of Theory. Literature and Common Sense* (Greek translation), Metaichmio, Athens 2003.

Culler, J., *Literary Theory: A Very Short Introduction* (Greek translation), Crete University Press, Herakleion 2000.

Eagleton, T., *Literary Theory: An Introduction* (Greek translation), Odysseus, Athens 2008.

Selden, R. (ed.), *From Formalism to Poststructuralism* (Greek translation), Modern Greek Studies Institute - M. Triantafyllides, Thessaloniki 2004.

COURSE OUTLINE ESW_425

1. GENERAL

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

COURSE CODE	ESW_425	**SEMESTER**	**8**

COURSE TITLE	Religious 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**
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Optional; general background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek; English for non-Greek students
IS THE COURSE OFFERED TO ERASMUS STUDENTS?	Yes
COURSE WEBSITE (URL)	-

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
Upon successful completion of the course, students are supposed to: (a) assess Modern Greek religious education in light of modern psychological and philosophical approaches to religious education as such   (b) to be able to achieve the major educational aims of the Religious education courses in primary education   (c) to clearly grasp and evaluate these targets   (d) to conceive on their own of parallel or alternative educational aims based on the Modern Greek and European tradition and across transcultural premises.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology   *Adapting to new situations*   *Decision-making*   *Working independently*   *Team work*   *Working in an international environment*   *Working in an interdisciplinary environment*   *Production of new research ideas* ⟶ *Project planning and management*   *Respect for difference and multiculturalism*   *Respect for the natural environment*   *Showing social, professional and ethical responsibility and sensitivity to gender issues*   *Criticism and self-criticism*   *Production of free, creative and inductive thinking*   *……*   *Others…*   *…….*
(a) Search for, analysis and synthesis of data and information   (b) Criticism and self-criticism

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

3. SYLLABUS

A) Historical approach: religious education from Christian Antiquity to the present day.
B) Psychological approach: Theories of Development of Religious Faith: E.H. Erikson, J. Piaget, J.W. Fowler.
C) Pedagogical Approach.
1. The moral and pedagogical legitimacy of religious education from the Enlightenment to the present:
a) education vs. indoctrination
b) free thinking vs. dogmatism
c) multiculturalism vs. catechesis; ecumenism.
2. Ways of overcoming dilemmas: a) multi-religious education; b) religious neutrality; c) philosophical ethics as a course alternative to religious education.
3. The Role of the State and the official religions in the formation of Religious Education.
D) Modern Greece.
1. The character of today's Greek religious education.
a) A brief overview of the history of Modern Greek religious education.
b) Content: i) the primacy of Christianity over the other religions; ii) the emphasis on the 'Hellenic' dimension of Christianity; iii) marginalizing history and doctrine in favor of morality; iv) the antithesis between religious and secular ethics.
2. Critical evaluation of contemporary Modern Greek religious education.
E) Application: critical processing of selected teaching modules of contemporary and past Religious Education textbooks. The moral problem of lying; Christianity and state power; happiness and material goods; social justice; equality of people; dignity of human beings; absolute and relative truth of religions and religious confessions.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (lectures)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	-

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Study	83
	Evaluation	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	- Language of evaluation: Greek (English for non-Greek students) - Methods of evaluation: written exams (short-answer questions, open-ended questions

5. ATTACHED BIBLIOGRAPHY

1) Boulgaraki-Pisina E., *Modernity and religious education* (in Modern Greek), Athens, 2004.
2) Debray R., *L'enseignement du fait religieux dans l'école laïque* (tr. into Modern Greek by G. Karampelas), Athens, 2004.
3) Perselis E.P., *Theories of religious development and education* (in Modern Greek), Athens, 2000.

4) Perselis E.P., *Faith and Christian Education: James E. Fowler's Theory of the stages of faith development,* Athens, 2005.

COURSE OUTLINE ESW_426

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_426 **SEMESTER** 8th
COURSE TITLE	SUPERVISED PRACTICE/EXPERIENCE (STAGE) IN SOCIAL AND CULTURAL INSTITUTIONS

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*	SKILL DEVELOPMENT
PREREQUISITE COURSES:	-
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*

After successful completion of the course, students are expected to be able to:
- Recognize the cultural specifics of the professional environment in which they are going to work
- Integrate smoothly into their group of colleagues
- Design educational activities appropriate to the population they work with
- Work in teams and take initiative
- Evaluate their action individually and collectively
- Make use of educational innovations in their professional environment

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*
Team work	*and sensitivity to gender issues*
Working in an international environment	*Criticism and self-criticism*
Working in an interdisciplinary environment	*Production of free, creative and inductive thinking*
Production of new research ideas	*......*
	Others…

- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and gender awareness
- Exercise of critique and self-critique

3. SYLLABUS

1. Aims and objectives of intercultural teaching. 2. Teaching with intercultural orientations. 3. Organized group activities. 4. Innovative actions in the multicultural school. 5. The use of new technologies. 6. Theatre games. 7. Counselling and collaboration with the pupils' family 8. Social care providers 9. Social work with NGOs	5 HOURS
10. Supervised Practice/Experience in Social and Cultural Institutions	120 HOURS

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Seminars, presentations of social and cultural institutions by their representatives
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Video Projector, Internet

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**
	Seminar	5
	Supervised Practice Experience	115
	Writing Summative Supervised Practice Experience Report	5
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation is done by combining the written report of the Managers of the Social and Cultural Institutions where the students carry out their Supervised Practice Experience and the written self-assessment report submitted by students.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
  • Νικολάου, Γ. (2011). Διαπολιτισμική Διδακτική. Το νέο περιβάλλον – Βασικές αρχές, Αθήνα, Πεδίο, ISBN: 978-960-9552-78-3, Κωδικός ΕΥΔΟΞΟΣ 12868153,
  • Tiedt Pamela L., & Tiedt Iris M., (2006). Πολυπολιτισμική διδασκαλία, Αθήνα, ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ ΑΕΒΕ, ISBN: 960-02-1938-9, Κωδικός ΕΥΔΟΞΟΣ: 29464
  ENGLISH VERSION: Tiedt, Pamela L., Tiedt, Iris M. (2009). Multicultural Teaching: A Handbook of Activities, Information, and Resources (8th Edition. Pearson)
- Related academic journals:

COURSE OUTLINE ESW_427

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITY AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ESW_427 **SEMESTER** 8th
COURSE TITLE	MUSIC AND THE RELATED ARTS

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	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 stories based on musical works
• Distinguish the music that is used as a soundtrack from the one that expresses written word, poetry and painting
• Match the tone color to the color palette
• Correspond elements contained in musical works with elements in other forms of art
• Correlate musical parts with images

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
- Team work

- Ability of criticism and self-criticism
- Ability to analysis and synthesis
- Promoting creative thinking

(3) SYLLABUS

Music is considered as a means of creating images, emotions and examine the elements used to achieve this goal.
The following are studied:

- Division of musical works into sections, according to the elements that characterize them and create stories with similar elements.
- Correspondence of visual arts with musical works
- The sounds, musical instruments and musical works in correspondence with color rendering
- The difference between the music as a soundtrack and the music as an expression

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of technologies for listening to musical works, projection of visual works and power-point presentations.

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
Seminars	10
Interactive teaching	15
Case study	30
Individual works	30
Group workshop	10
Study elaboration	27
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.

Language of evaluation: Greek
(English and French for Erasmus students).

- Assessment of the final individual work presented in the classroom (80%)
  (*Creation of a story based on a musical work proposed by the teacher or by the student under teacher's approval and enriched with visual representation*)
- Creative participation in the lesson (critical thinking and work weekly) (20%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Meyer-Denkman :Πειραματισμοί στον ήχο , εκδ. Orpheus
Bassano, Mary : Healing with music and color, ed. S. Weiser, Inc

COURSE OUTLINE ESW_428

1. GENERAL

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

COURSE CODE	ESW_428	**SEMESTER OF STUDIES**	8

COURSE TITLE	THE BODY IN THE ARTS AND PERFORMANCE WRITING

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

COURSE TYPE *Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων*	Elective Course Field of Science (Arts in Education) Knowledge, Skills Development, Changes in Attitudes
PREREQUISITE COURSES:	There aren' t
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PDE1744/

2. LEARNING OUTCOMES

Leaning outcomes *Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος. Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)*   • *Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης*   • *Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β*   • *Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων*
By the end of this course the student will be able to: 1. Describe human body organ systems   2. Distinguish and compare theories of the body (Naturalistic, Phenomenological, Psychoanalytic ect)   3. Perceive the body in art, mainly in the avant garde of the 20th century, in ritual and modern performance, in poetry and performance writing   4. Describe and compare key concepts related to performance and performance writing.   5. Get in touch with techniques performing arts, to understand their function, forms, media and tools.   6. Use sufficiently their means of body and speech expression   3. Collect, organize, analyze and come up with ideas about the creation of a new product of art as a didactic and pedagogical intervention in school.   4. Create a project/ a program in a interdisciplinary way that concern the acquaintance of children with the body and its functions with basic tools art, performance and performance writing.
General Abilities
Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;.

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

1. Basic and also specialized knowledge about the body, the performing arts , performance and performance writing.
2. Ability to cooperate and work in group
3. Ability to exercise prolific criticism and self-criticism
4. Promoting creativity, imagination and inductive reasoning.
5. Ability to apply knowledge to practice.

3. COURSE CONTENT

The subject evolves in the following Chapters:
Ch. 1: BODY
I. The body organ systems
II. Theoretical approaches to the body [M. Ponty, S. Fraud, M. Foucault].
Ch. 2: PERFORMANCE ARTS
I. Dance Theater [Pina Bausch, Sasha Waltz, Khan Akram]
• Site-specific Choreography
• Laban, Primitive Expression
• Concept and structure, the relationship of word, voice and movement.
•   Questions during the rehearsal
II. Theater
• Connecting with the body, the voice, the other, the group, the speech and the space.
• Action - reaction.
• From page to alive space.
• Sue Dunderdale Method.
III Narration and reading action
• The art and technique of storytelling.
• Narrative material.
• Presence, voice and orthophony.
IV. Shadow theater [Lighting. Body. Objects. Action and movement of the body in relation to the projection surface of the shadow and in relation to its distance from the light source].
V. Pantomime [the imaginary object, face, the imaginary space. Tok, energy and relaxation, center of gravity, solar plexus].
Ch. 3: PERFORMANCE
I. Performance introduction.
II. Interdisciplinarity in performance.
III. Aesthetic text.
IV. Performativity.
V. The body in the work of Abramović, M.
Ch. 4: RITUAL AND PERFORMANCE
I. Differences between Ritual and Performance.
II. Types of rituals.
V. The performative element of the ritual episodes.
VI. Social and political role of ritual and performance.
Ch. 5: ARTISTIC PERFORMANCE INTRODUCTION TO THE PRACTICE
I. The philosophical and aesthetic theories.
The special case of the Situationists - Situationists.
• The Constructed Situations.
• Psychogeography & Psychogeographical Maps.
• Dérive.

• Detour.
III. Individual and group artistic practice
• Inspiration.
• Methodological steps of construction.
Ch. 6: PERFORMANCE WRITING
I. Performance Writing - a brief historical background.
• British origin and academic background in Performance Writing.
II. The existential ground on which performance writing thrives: Body / word
III. The products of performance writing.
IV. The methodological tools of Performance Writing
• Performance writing practices.
• Questions during the rehearsal of performance writing
Ch. 7: EXPERIMENTS IN THE PRACTICE OF PASSING FROM ONE STRUCTURE TO ANOTHER IN THE SPIRIT OF PERFORMANCE WRITING
Ch. 8: PROJECT. Development of programs and work plans that concern the acquaintance of children with the body and its functions, and its expressive ability, through the arts, literature and performance writing.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD *Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.*	Lectures, seminars and laboratory work face to face.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές*	*SYNTHETIC ORGANIC CHEMISTRY* Use of Information and Communication Technologies (ICT) (eg powerpoint, video) in teaching.

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

Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
Lectures	19
Laboratory creative work	20
Hours for private study of the students and preparation of creative - works	74
Tutorial seminar	3
Field exercise / performance writing	6
Evaluation	3
Total number of hours	*125*

STUDENT ASSESSEMNT *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;*	For the students: 1. Active participation in course 2. Observance work folder and work dairy/ reports following the completion of each laboratory creative work 3. Preparation of a performance and participation in the performance as an intervention in the community or day art workshop at school.. 4. Written examination after the end of the semester

5. RECOMMENDED LITERATURE

Albright Cooper, A., (2016) *Χορογραφώντας τη διαφορά*, εκδ. Νήσος, Αθήνα
Drewe Bergmann S., (1996) *Creative dance: enriching understanding,* Calgary, Alberta, Canada

Fischer, E., (1996). Η αναγκαιότητα της Τέχνης. Αθήνα: Θεμέλιο

Ιωάννου Γ., (επιμ.) *Παραμύθια του λαού μας*, Ερμής, Αθήνα.

Κουριγιάμα Σ. Η εκφραστικότητα του σώματος. Εκδοχές ανατομίας και ο κόσμος των ιδεών στην ελληνική και κινεζική ιατρική, Εστία: Αθήνα.

Μήτρου Γιάννης Performance Art Ασυνείδητο, σώμα, παραστασιακή πράξη, Εκδόσεις Μπαρμπουνάκη (2020)

Mueller W., *Παντομίμα*, Κάλβος, Αθήνα.

Mueller W., *Θέατρο του σώματος & commedia dell' arte,* University studio press.

Πελασγός Σ., (2008) *Τα μυστικά του παραμυθά. Μαθητεία στην τέχνη της προφορικής λογοτεχνίας και αφήγησης,* εκδ. Μεταίχμιο, Αθήνα.

Schechner R., (2011) *Θεωρία της Επιτέλεσης,* εκδ Τελέθριο, Αθήνα

Ρηγοπούλου Π., Το σώμα: ικεσία και απειλή, εκδόσεις Πλέθρον, Αθήνα.

Σουλιώτης Μ., *Δημιουργική γραφή – Οδηγίες πλεύσεως* (Βιβλίο εκπαιδευτικού) Υπουργείο Παιδείας και Πολιτισμού Κύπρου (Παιδαγωγικό Ινστιτούτο), Ελεύθερη διάθεση.

Tortora, G., Ανατομία του ανθρώπινου σώματος Εκδόσεις Έλλην.

COURSE OUTLINE ESW_409

(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_409 SEMESTER 8th
COURSE TITLE	LINGUISTICS OF SIGN LANGUAGE - APPLICATIONS IN BILLINGUAL 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*	Specialised background and skills development
PREREQUISITE COURSES:	DEAF 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 students with issues related to bilingual education of deaf and hard of hearing students and to extend their knowledge to theoretical and practical issues. Students will learn the basic structures of the sign language and the stages of its acquisition. They will be able to design bilingual educational programs. They will recognize the importance of sign language the development of literacy and the cognitive development in general for deaf/hard of hearing children. .By the end of the course the students will able to:
- Discuss the principles of bilingual education for deaf and hard of hearing children.
- Discuss the levels of linguistic analysis in sign language.
- Discuss differences and similarities among sign and spoken languages.
- Identify the stages of language development both in spoken language (Greek) and in sign language.
- Identify the current level of language development of a child in relation to Greek and in sign language.
- Breakdown and classify the educational needs of hearing impaired children.
- Design courses and activities appropriate for deaf/hard of hearing children based on bilingual education principles.
- Propose and justify training programs based on the theoretical knowledge they have acquired in the course Deaf Education.

- To work with other professionals and parents to design Individual Educational Programs (IEP).
- To implementing Individual Educational Programs (IEP).
- To describe and discuss grammatical aspects of Greek Sign Language.
- To communicate with pupil 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 the 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:

A) Theoretical part
- Linguistics and deaf child.
- Development of Communication, Language, Speech.
- Linguistics of sign language.
- Language development of the deaf child: Educational approaches and programming.
- Communication systems.
- Reading and writing difficulties.
- Educational intervention.
- Curriculum and teaching materials.
- Sociology of deafness. The Deaf community. The Deaf as a linguistic minority.
- Sign language and education.

B) Practical part
- Placement at deaf school and integration class at common school.
- Greek Sign Language lessons.

(4) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*	*Activity*	*Semester workload*
	Lectures – interactive teaching	26
	Study and analysis of bibliography	20
	Essay assignment	14
	Essay presentation	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	placements	9
	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. Practice and teaching assessment (20%) 2. Sign language laboratory (20%). 3. Written examination (60%) comprising: 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
Reading and Writing

COURSE OUTLINE ESW_314

1. GENERAL

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

COURSE CODE	ESW_314	**SEMESTER**	8th

COURSE TITLE	Human Geography of Educational Organizations

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (FRENCH & ENGLISH)
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 this course are expected to:

- Analyze the main principles of human geography and be able to apply them in learning and organizational environments,
- Discuss the basic principles of systems thinking and complexity theory,
- Explain the relationship of the individual with space and time within a learning and an organizational environment,
- Recognize the narrative and visual elements that constitute the identity of an organization,
- Analyze the ways through which the above-described elements are related with resilience and latent forms of exclusion,
- Present and analyze an educational organization in human geography terms.

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

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

Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*

- Team work
- Autonomous work
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working in an interdisciplinary environment
- Production of new research ideas
- Production of free, creative and inductive thinking

3. SYLLABUS

Course outline:

Weeks 1-3: Thinking geographically: meaning and implications. Subjects and sub-areas of human geography. Introduction to the main principles of human geography: people, space, place, time, environment. Introduction in systems thinking and complexity theory.

Weeks 4-5: Narrative and visual elements of organizational geography.

Weeks 6-8: The concept of space (space, place, non place, third space, heterotopia). The concept of time (temporal relation, time perspective, temporal horizon).

Weeks 9-10: The space-time continuum -latent forms of exclusion- resilience.

Weeks 11-13: Mapping an educational organization in human geography terms. Research and methodological tools. Field assignments, individual and collective papers.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lecture, class discussion, small group work, visual presentations – PowerPoint and videos.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Power-point E-class material.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Individual study</td><td>83</td></tr><tr><td>Evaluation</td><td>3</td></tr><tr><td>Course total</td><td>*125*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The final exam will consist of short essay questions. Students' final evaluation will also draw on their participation and on their performance in the individual and collective assignments undertaken during the semester.

5. ATTACHED BIBLIOGRAPHY

Ιωσηφίδης, Θ., Χωριανόπουλος, Γ., Τερκενλή, Θ.Σ. (2007). *Ανθρωπογεωγραφία. Άνθρωπος, Κοινωνία και Χώρος.* (Συλλογικό). Αθήνα: Εκδόσεις Κριτική.

Konidari, V. (2021). Time, dwelling and educational disadvantage. Evidence from vocational education students in Italy, France and Greece. *Education Inquiry,* 12:1, 94-110, DOI: 10.1080/20004508.2020.1784531

Konidari, V. and Benetton, M. (2019). Adolescents' perceptions of future planning in Italy, France and Greece: dimensions of time and disadvantage. *Studium Educationis*, 7-23, ISSN 2035-844X (on line) - DOI: 10.7346/SE-032019-01 .

Danesi, M. (2017). Μηνύματα, σημεία και σημασίες. University Studio Press. Ανώνυμος εταιρία γραφικών τεχνών και εκδόσεων: Αθήνα.

Hay, I. (2016). *Qualitative Research Methods in Human Geography.* Oxford University Press: Ontario.

Agnew, J. (2011). Companion to Human Geography (electronic source).ISBN: 9781444395839. Διαθέτης (Εκδότης): HEAL-LinkWileyebook.

Konidari Victoria, (2011). Education in a complex world. A political question to be answered. *On the Horizon,* 19 (2), 75-84.

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