

4rd YEAR

COURSES OUTLINE

**TEACHERS OF PRIMARY
EDUCATION**

COURSE OUTLINE ESW_401

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	Dpt. of Education & Social Work		
LEVEL OF STUDIES	UNDERGRADUATE - COMPALSORY		
COURSE CODE	ESW_401	SEMESTER	7 th
COURSE TITLE	EDUCATIONAL PRIMARY SCHOOL PRACTICE I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<ol style="list-style-type: none"> 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. 								
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>							

<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ol style="list-style-type: none"> 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 <i>Face-to-face, Distance learning, etc.</i>	Monitoring of students' teaching at school, lectures, workshops, internet search, reflective feedback	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video Projector, internet, digital course on the University of Patras e-class platform	
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</i>	Activity	Semester workload
	Practice at school	60
	Lectures	20

<p><i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Search for bibliography	20
	Bibliography study	40
	Reflective diaries	40
	Writing a task	70
	Course total	250

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The 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.</p> <p>ERASMUS students in lieu of taking a written final exam, produce a written term paper in the English language.</p>
--	---

(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	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_403	SEMESTER	7th
COURSE TITLE	Democratization of school system		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises, workshops	2 hours teaching + 1 hour exercise	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • Know, negotiate and use basic concepts related to the Sciences of Education, in general, and Educational Policy, in particular. • Think and understand that 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. <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • • 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.

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

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

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face												
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power points, e-class materials.												
<p>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> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <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> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures and active discussions	24	Laboratory + exercises	36	Independent work	62	Exams	3	Course total	125
<i>Activity</i>	<i>Semester Workload</i>												
Lectures and active discussions	24												
Laboratory + exercises	36												
Independent work	62												
Exams	3												
Course total	125												
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving,</i></p>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Written examination after the end of the semester 2. Active Participation in the course and the laboratory. 												

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.

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	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW_404	SEMESTER OF STUDIES	7th (Seventh)
COURSE TITLE	Education, Development and the world of Work: Entrepreneurship & Innovation		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 						
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • understand 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, • look for and identify relevant material from specialised websites. 						
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>					
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>					
	<i>Respect for the natural environment</i>					

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

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

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

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<p>Lectures and active discussions (on the basis of teaching and presentations) (3 conduct hours per week x 13 weeks)</p>	39
	Hours for private study of the student and preparation of home-works	83
	Final examination (3 conduct hours)	3
	Course total	125

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <p>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.</p> <ul style="list-style-type: none"> • 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

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Karajia-Stavlioti E. and Lambropoulos H. (2006). <i>Evaluation, Effectiveness and Quality in Education: Educational Planning and Economy</i>, Gutenberg, Athens. (in Greek) • Psacharopoulos G. (1999). <i>Economics of Education</i>, Papazisis, Athens. (in Greek) <p><i>- Related academic journals:</i></p> <ul style="list-style-type: none"> • Selected journal articles, publications and notes communicated during the course.
--

COURSE OUTLINE ESW_405

(1) GENERAL

SCHOOL	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION & SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_405	SEMESTER	7th
COURSE TITLE	CHILDREN'S AND YOUNG ADULT LITERATURE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective Specialised general knowledge: 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. Understand 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. Know and implement 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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
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
.....

<i>Production of new research ideas</i>	<i>Others...</i>
<p>By the end of this course the student will have developed the following skills:</p> <ol style="list-style-type: none"> 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 <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (series of lectures, extensive dialogue)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the upatras eclass e-learning platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	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 <i>Description of the evaluation procedure Language of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Final written examination which includes two units of open-ended questions: the first unit concerns historical or theoretical issues, and corresponds to the 40% of the final grade; the second unit concerns the critical analysis of a literary text and corresponds to the 60% of the final grade. Optional individual written work. The language of evaluation is Greek.</p> <p>Evaluation criteria are available via the upatras eclass e-learning platform.</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

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 ESW406

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW406	SEMESTER OF STUDIES	7 th (Seventh)
COURSE TITLE	Economics of Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 						
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • 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, • look for and identify relevant material from specialised websites. 						
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>					
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>					
	<i>Respect for the natural environment</i>					

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

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

- Basic and specialised knowledge of the fields of 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 <i>Face-to-face, Distance learning, etc.</i>	Lectures face to face, active discussions, presentation of case studies.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Linking to specialised websites of the European Union and other national and supranational organisations, Use of Power-points, E-class material.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester Workload
	Lectures and active discussions (on the basis of teaching and presentations)	39

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	(3 conduct hours per week x 13 weeks)	
	Hours for private study of the student and preparation of home-works	83
	Final examination (3 conduct hours)	3
	Course total	125

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <p>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.</p> <ul style="list-style-type: none"> • 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

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Karajia-Stavlioti E. and Lambropoulos H. (2006). <i>Evaluation, Effectiveness and Quality in Education: Educational Planning and Economy</i>, Gutenberg, Athens. (in Greek) • Psacharopoulos G. (1999). <i>Economics of Education</i>, Papazisis, Athens. (in Greek) <p>- Related academic journals:</p> <ul style="list-style-type: none"> • Selected journal articles, publications and notes communicated during the course.
--

COURSE OUTLINE ESW_407

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences (S.H.S.S.)		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_407	SEMESTER	7rd semester
COURSE TITLE	Sociological Analysis of Educational Practices		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>At the end of the course the students are expected to be able:</p> <ul style="list-style-type: none"> • To know how 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. 								
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ol style="list-style-type: none"> 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

<ul style="list-style-type: none"> • 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 <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, discussion of issues, analysis of and critical approach to certain visual texts – videos, films).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Power – points Support of the learning process through use of the electronic platform eclass	
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> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	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 <i>Description of the evaluation procedure</i>	Language of evaluation – Greek Evaluation:	

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

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

- Final written examination which contains two sections of questions: Questions which pertain to the course thematic, while the second judgement questions. The topics are the same for all students with the same form and structure. Each section of questions corresponds to 50% Of the final mark.

Or

- Empirical research and report (10.000 words, 100% of the final mark)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Bernstein, B., (1991). *Pedagogical codes and social control*, Alexandria 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	Dpt of Education & 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 (History, Geography, Socio-political education, Religious education, etc).		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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) know the structure and content of the textbooks of social sciences;
- (b) understand the structure of hourly teaching

- (c) to take advantage of the basic elements of a teaching approach
- (d) draw up teaching plans and scenarios
- (d) understand 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?

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

1. 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

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Lecture, viewing and analysing films and documentaries, Internet search, presenting task & micro-teachings</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Video Projector, internet, digital course on the University of Patras e-class platform</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>42</p>
	<p>Bibliography Internet search</p>	<p>20</p>
	<p>Study and analysis of bibliography</p>	<p>20</p>
	<p>Writing task</p>	<p>37</p>
	<p>Presenting task</p>	<p>3</p>
	<p>Exams</p>	<p>3</p>
<p>Course total</p>	<p>125</p>	
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>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)</p> <p>And/or Compulsory work (30% of the grade)</p>	

5. ATTACHED BIBLIOGRAPHY

- ✓ Γιαβρίμης, Π. (2020). *Εισαγωγή στον σχεδιασμό 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 HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW-331	SEMESTER	7 th
COURSE TITLE	DEAF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		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 <i>general background, special background, specialised general knowledge, skills development</i>	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?

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

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 <i>Face-to-face, Distance learning, etc.</i>	Facet to face (lectures, practice)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Presentation of ICT application related to Special Education. Learning process support through e-class platform. Communication with students via e-mail.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures – interactive teaching	26

<p>tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Study and analysis of bibliography	20
	Essay writing	14
	Essay presentation	9
	Practice fieldwork	9
	Sign language laboratory	13
	Autonomous study	31
	Evaluation	3
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Evaluation language is Greek (and English for Erasmus students).</p> <p>Evaluation:</p> <p>1. Practical Exercise and Work (40%) including: Group work, sign language lab Practical Exercise in Deaf Schools</p> <p>2. Written examination (60%) is comprising of: Multiple choice questions. True/false questions. Short answer questions.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Knooks, 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. University 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. University 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.
- Moore 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 EDUCATION & SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_410	SEMESTER	7 th
COURSE TITLE	ICTs & Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Practice		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p>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.</p> <p>By the end of this course the student will be able to:</p> <ul style="list-style-type: none"> • 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. 								
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> • 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

<p>The course consists of four modules, and is implemented in the laboratory, with the following subjects:</p> <p>Section 1. Computer and educational software</p> <ul style="list-style-type: none"> • 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 <p>Section 2. Internet and education</p> <ul style="list-style-type: none"> • Creation of educational webpages and educational blogs • Social media and Edmodo • Google+ services <p>Section 3. Didactic scenarios and tools</p> <ul style="list-style-type: none"> • 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 <p>Section 4. Learning material</p> <ul style="list-style-type: none"> • 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

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (lectures, practice, discussion, demonstration).																
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Laboratory education. Internet. Communication with students via e-mail. Learning process support through e-class platform.																
<p>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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>13</td> </tr> <tr> <td>Laboratory practice, demonstration, discussion</td> <td>26</td> </tr> <tr> <td>Individual work or team work with technology</td> <td>39</td> </tr> <tr> <td>Individual work (didactic scenario)</td> <td>14</td> </tr> <tr> <td>Independent study</td> <td>30</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	13	Laboratory practice, demonstration, discussion	26	Individual work or team work with technology	39	Individual work (didactic scenario)	14	Independent study	30	Evaluation	3	Course total	125
<i>Activity</i>	<i>Semester workload</i>																
Lectures	13																
Laboratory practice, demonstration, discussion	26																
Individual work or team work with technology	39																
Individual work (didactic scenario)	14																
Independent study	30																
Evaluation	3																
Course total	125																
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p>	Evaluation language: Greek (and English for Erasmus students). Evaluation:																

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 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. <p>Assessment criteria are available via e-class and the teacher’s personal webpage also.</p>
---	---

(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 Human and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_411	SEMESTER	7 th
COURSE TITLE	Applied Psychology: Social Interaction and Relationships		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, workshop activities, theory applications in everyday life	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>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 fully understand 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</p>

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

General Competences

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

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

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

(3) SYLLABUS

This course 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

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures, laboratory practice, interactive teaching with conversation with the students on video display (film production) regarding everyday situations	39

<i>directed study according to the principles of the ECTS</i>	Study of bibliography/project, artistic creativity/oral presentation	85
	Written exams using ICT	1
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students performance evaluations is carried out in either upon students' choice: <ol style="list-style-type: none"> 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	HUMANITIES & SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND SOCIAL WORK		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_412	SEMESTER OF STUDIES	7th Semester
COURSE TITLE	SPECIAL ISSUES IN THE STUDY OF LEARNING DISABILITIES		
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 + RESEARCH APPLICATIONS	3 hours	5 ECTS	
COURSE TYPE <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	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 understand 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

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην

πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής

υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής

σκέψης

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

<p>TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κλπ.</i></p>	<p>Lectures. Discussion in the classroom. Research Applications. Paper presentations. Project presentations. Use of on-line data bases.</p> <p>Tutorials for all students</p>																
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<p>Lectures via power-point. Use of on-line research data-bases. Educational material via e-class. Communication with students via e-mail.</p>																
<p>TEACHING ORGANIZATION <i>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), Συγγραφική εργασία / εργασιών, Καλλιτεχνική δημιουργία, κλπ.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="954 1003 1321 1066"><i>Teaching Method</i></th> <th data-bbox="1321 1003 1378 1066"></th> </tr> </thead> <tbody> <tr> <td data-bbox="954 1066 1321 1099">Lectures</td> <td data-bbox="1321 1066 1378 1099"></td> </tr> <tr> <td data-bbox="954 1099 1321 1171">Educational Applications</td> <td data-bbox="1321 1099 1378 1171"></td> </tr> <tr> <td data-bbox="954 1171 1321 1205">Written essay A</td> <td data-bbox="1321 1171 1378 1205"></td> </tr> <tr> <td data-bbox="954 1205 1321 1238">Written essay B</td> <td data-bbox="1321 1205 1378 1238"></td> </tr> <tr> <td data-bbox="954 1238 1321 1272">Autonomous Study</td> <td data-bbox="1321 1238 1378 1272"></td> </tr> <tr> <td data-bbox="954 1272 1321 1305">Oral Assessment</td> <td data-bbox="1321 1272 1378 1305"></td> </tr> <tr> <td data-bbox="954 1305 1321 1397">Total number of hours for the Course</td> <td data-bbox="1321 1305 1378 1397"></td> </tr> </tbody> </table>	<i>Teaching Method</i>		Lectures		Educational Applications		Written essay A		Written essay B		Autonomous Study		Oral Assessment		Total number of hours for the Course	
<i>Teaching Method</i>																	
Lectures																	
Educational Applications																	
Written essay A																	
Written essay B																	
Autonomous Study																	
Oral Assessment																	
Total number of hours for the Course																	
<p>STUDENT ASSESSMENT <i>Περιγραφή της διαδικασίας αξιολόγησης</i></p> <p><i>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</i></p> <p><i>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</i></p>	<p>Written essay A (30%) and Written essay B (70%)</p> <p>Greek/English for Erasmus students</p> <p>Assessment criteria available via e-class</p>																

5. RECOMMENDED LITERATURE

Stasinou, 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	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	ELEMENTARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_413	SEMESTER	7 th
COURSE TITLE	SONG: EXPRESSION AND CREATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	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 <i>general background, special background, specialised general knowledge, skills development</i>	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
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...

- 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 <i>Face-to-face, Distance learning, etc.</i>	In classroom																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	YES																							
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Seminars</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Individual works</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Application exercises</td> <td style="text-align: center;">57</td> </tr> <tr> <td>Individual work of a teaching module</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Seminars	15	Individual works	20	Application exercises	57	Individual work of a teaching module	30			Evaluation	3							Course total	125
<i>Activity</i>	<i>Semester workload</i>																							
Seminars	15																							
Individual works	20																							
Application exercises	57																							
Individual work of a teaching module	30																							
Evaluation	3																							
Course total	125																							
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek (English and French for Erasmus students).</p> <ul style="list-style-type: none"> • Assessment of the final individual work by the examinee and presentation in the classroom (70%) <i>(creation of an interdisciplinary module with the use of a song composed and edited by the examinee)</i> • 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	HUMAN AND SOCIAL STUDIES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_414	SEMESTER	7 TH
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
<p>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.</p> <p>With the completion of the course students must be able to:</p> <ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures/seminars</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Practical/laboratory exercise, presentation, discussion</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Individual or/and team work with educational material.</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Individual scenario</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	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
<i>Activity</i>	<i>Semester workload</i>																						
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																						

<p align="center">STUDENT PERFORMANCE EVALUATION</p>	<p>Evaluation language is Greek. The English language may be used in the case of foreign students.</p> <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Individual or team work on educational evaluation, 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. <p>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 gaps exercises.</p> <p>The evaluation criteria are accessible to the students through the e-class platform.</p>
---	--

(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	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION & SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_415	SEMESTER	7th
COURSE TITLE	MODERN AND CONTEMPORARY HISTORY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES - SEMINARS – CLASSROOM WORKSHOP	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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. Understand 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 understand 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

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

.....

<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> • 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 <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of computer and projector	
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> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Seminars	39
	Individual works	83
	Evaluation	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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) GENERALLY

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	Department of Education 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			
Instructor	Tsihouridis Charilaos Assistant Professor hatsihour@upatras.gr		

(2) LEARNING RESULTS

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
- Understanding and designing models in the teaching practice
- The introduction and 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) COURSE CONTENT

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	<ul style="list-style-type: none"> • 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) ΣΥΝΙΣΤΩΜΕΝΗ-ΒΙΒΛΙΟΓΡΑΦΙΑ

-Προτεινόμενη Βιβλιογραφία:

- Χαλκιά, Κ.(2011).Διδάσκοντας Φυσικές Επιστήμες, Σ. ΠΑΤΑΚΗΣ ΑΝΩΝΥΜΗ ΕΚΔΟΤΙΚΗ ΕΜΠΟΡΙΚΗ ΚΑΙ ΔΙΑΝΕΜΗΤΙΚΗ ΕΤΑΙΡΕΙΑ
- Κουμαράς, Π. (2017). Διδάσκοντας Φυσική Αύριο, Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
- Ραβάνης, Κ. (2016). Εισαγωγή στην Διδακτική και στη Διδασκαλία των Φυσικών Επιστημών
- Καριώτογλου, Π. (2006). Παιδαγωγική γνώση περιεχομένου των Φυσικών Επιστημών. Εκδ. Γράφημα.
- Κόκκοτας, Π. (2008). Διδακτική των Φυσικών Επιστημών. ΕΚΔΟΣΕΙΣ ΓΡΗΓΟΡΗ ΟΕ
- Κουμαράς, Π. (2015). Μονοπάτια σκέψης στο κόσμο της Φυσικής, Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
- Μαρκόπουλος, Ι., Σέρογλου, Φ. (Επιμέλεια) (2017). Ανοίγοντας την επιστήμη στην κοινωνία. Η διδασκαλία των φυσικών επιστημών στην επιστημονική, πολιτισμική και ηθική τους διάσταση.
- Matthews, M. (2011). Χρόνος για Φυσικές Επιστήμες,
- Κώτσης, Κ. (2011). Ερευνητική προσέγγιση του διαχρονικού χαρακτήρα των εναλλακτικών ιδεών στη διδακτική της Φυσικής,
- Matthews, M. (2010). Διδάσκοντας Φυσικές Επιστήμες
- Ακρίβος, Π. (2012) Στοιχεία διδασκαλίας της Χημείας. Εκδόσεις Ζήτη, Θεσσαλονίκη.
- Ζόγκτζα, Β. (2009). Θέματα διδακτικής της Βιολογίας.
- Ζόγκτζα, Β. (2007). Η Βιολογική γνώση στην παιδική ηλικία.
- Σέρογλου, Φ. (2006). Φυσικές Επιστήμες στην Εκπαίδευση του Πολίτη
- Χατζηγεωργίου, Γ.(2006). Προς μια επιστημονική παιδεία. Επαναπροσδιορίζοντας το αναλυτικό πρόγραμμα και τη διδασκαλία των φυσικών επιστημών.
- Κώτσης, Κ, (2005). Διδασκαλία της Φυσικής & Πείραμα.
- Harlen, W., Elstgeest, J. (2005). Διδασκαλία και μάθηση των φυσικών επιστημών στην πρωτοβάθμια εκπαίδευση.
- Κόκκοτας, Π. (2004). Διδακτικές Προσεγγίσεις στις Φυσικές Επιστήμες.
- Κολλιόπουλος, Δ. (2004). Θέματα Διδακτικής των Φυσικών Επιστημών
- Κολλιόπουλος, Δ. (2004). Η διδακτική προσέγγιση του Μουσείου Φυσικών Επιστημών
- Gushing, J. (2003). Φιλοσοφικές έννοιες στη Φυσική.
- Ζησιμόπουλος, Γ., Καφετζόπουλος, Κ., Μουτζούρη-Μανούσου, Ε., Παπασταματίου, Ν. (2002). Θέματα διδακτικής για τα μαθήματα των Φυσικών Επιστημών
- Κόκκοτας, Π. (2000). Διδακτικές Προσεγγίσεις στις Φυσικές Επιστήμες.
- Driver, R., Squires, A., Rushworth, P., Wood-Robinson, V. (1998). Οικοδομώντας τις έννοιες των Φυσικών Επιστημών.
- Lemeignan, G., Weil-Barais, A. (1997). Η οικοδόμηση των εννοιών στη Φυσική.
- Πατάκης, Σ. (1995). Μεθοδολογία διδασκαλίας Φυσικής.
- Κουλαϊδής, Β. (1994), Αναπαραστάσεις του Φυσικού Κόσμου.
- Μιχαηλίδης, Π., Βελεγράκης, Ε., Λαμπράκη, Ε., Καλοψυχάκη, Ε., Σταυρακάκη,, Σ. (1993). Η Διδασκαλία της Φυσικής.
- Solomon, J. (1993). Teaching Science Technology and Society.
- Arons, A. (1992). Οδηγός διδασκαλίας της Φυσικής.
- Κουζέλης, Γ. (1991). Από τον Βιομηχανικό στον Επιστημονικό κόσμο.

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

Διαδικτυακές πηγές
Διαλέξεις μαθήματος

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

Kariotoglou, P. (2006). Pedagogical knowledge of the content of science. Publisher Graph.

Kokkotas, P. (2008). Teaching of Science. GRADORI PUBLICATIONS OE

Koumaras, P. (2015). Paths of thought in the world of Physics, G. DARDANOS - K. DARDANOS OE

Markopoulos, I., Seroglou, F. (Editing) (2017). Opening science to society. The teaching of science in their scientific, cultural and moral dimension.

Matthews, M. (2011). Time for science

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

Matthews, M. (2010). Teaching Science

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

Zongza, B. (2009). Biology teaching topics.

Zongza, B. (2007). Biological knowledge in childhood.

Seroglou, F. (2006). Science in Citizen Education

Hatzigeorgiou, G. (2006). Towards a scientific education. Redefining the curriculum and teaching of science.

Kotsis, K. (2005). Teaching Physics & Experiment.

Harlen, W., Elstgeest, J. (2005). Teaching and learning of science in primary education.

Kokkotas, P. (2004). Didactic Approaches to science.

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

Kokkotas, P. (2000). Didactic Approaches to Science.

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

Online resources

Course lectures

COURSE OUTLINE ESW_439

1. GENERALLY

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	Department of Education and Social Work- Patras		
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

•
<p>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.</p> <p>By differentiating the learning outcomes in knowledge, skills and abilities we aim at:</p> <p><u>Knowledge</u></p> <p><u>For students to be able to:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Skills</u></p> <p><u>For students to be able to:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Abilities</u></p> <p><u>For students to be able to:</u></p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> 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. SUBJECT CONTENT

<p>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.</p> <p>The course is developed at a theoretical and laboratory level, with topics that include the following:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • Individual / group work (20%) • Presentation (public) (20%) • Course design / implementation (30%) • Written exam (Multiple choice test / short answer questions) (30%) 	

5. SUGGESTED READING

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

Παυλίδης Σ., Χατζηπέτρος Α. (2018) Γεωσύστημα Γαία, εκδ.: LIBERAL BOOKS ΜΟΝΟΠΡΟΣΩΠΗ ΕΠΕ
 Pavlidis S., Chatzipetros A. (2018) Geosystem Gaia, ed. : LIBERAL BOOKS SOLE SHAREHOLDER LTD

Παυλίδης, Σ. (2007) Παν-γαία (Παγγαία), εκδ.: LEADER BOOKS/ ΔΙΑΔΡΟΜΕΣ, ΜΟΝΟΠΡΟΣΩΠΗ ΕΠΕ, ISBN: 9789607901637

Pavlidis, S. (2007) Pan-gaia (Paggiaia), ed. : LEADER BOOKS / ROUTES, SOLE SHAREHOLDER LTD, ISBN: 9789607901637

Γεωργόπουλος Α., Νικολάου Κ., Δημητρίου Α., Γαβριλάκης Κ., Μπλιώνης Γ. (2014). Γη. Ένας μικρός και εύθραυστος πλανήτης. Γ. ΔΑΡΔΑΝΟΣ ΚΑΙ ΣΙΑ Ε.Ε
 Georgoropoulos A., Nikolaou K., Dimitriou A., Gavrilakis K., Blionis G. (2014). Earth. A small and fragile planet. G. DARDANOS AND CO. EE

Σκορδούλης Κ., Σωτηράκου Μ. (2005). Περιβάλλον, Επιστήμη και Εκπαίδευση. LIBERAL BOOKS
 Skordoulis K., Sotirakou M. (2005). Environment, Science and Education. LIBERAL BOOKS
 Χαλκιά, Κρυσταλλία (2006). Το ηλιακό σύστημα μέσα στο σύμπαν. ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ
 Chalkia, Krystallia (2006). The solar system in the universe. UNIVERSITY PUBLICATIONS OF CRETE

Web sources (<http://www.ck12.org/earth-science/>)
 E-class- course notes

COURSE OUTLINE ESW_417

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESW_417	SEMESTER OF STUDIES	8th
COURSE TITLE	SCHOOL PRACTICUM- II (PLACEMENT/INTERNSHIP)		
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 αναγράφτε 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		
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
COURSE TYPE <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Compulsory course- acquiring Knowledge, as well as developing Skills and changing Attitudes/behaviors (through laboratory and practical training).		
PREREQUISITE COURSES:	<ul style="list-style-type: none"> • 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

Learning 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)

General Abilities

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

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και

ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

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

(3) COURSE CONTENT

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

<p>TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	<p>Face to face:</p> <ul style="list-style-type: none"> • 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. 													
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<p>Use of ICT (Power-points, Eclass Material, Links to specialized websites)</p> <ul style="list-style-type: none"> • in Laboratory Education, • in Student Communication 													
<p>TEACHING ORGANIZATION <i>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.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Teaching Method</i></th> <th><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Laboratory Exercise</td> <td>52</td> </tr> <tr> <td>Field Practice – Practice at schools (internship /Placement)</td> <td>215</td> </tr> <tr> <td>Individual and /or group projects, using technologies (lesson plans, projects, self-and peer assessment, evaluations of the whole process</td> <td>50</td> </tr> <tr> <td>Independent/autonomous study</td> <td>50</td> </tr> <tr> <td>Total number of hours for the Course</td> <td>367</td> </tr> </tbody> </table>		<i>Teaching Method</i>	<i>Semester Workload</i>	Laboratory Exercise	52	Field Practice – Practice at schools (internship /Placement)	215	Individual and /or group projects, using technologies (lesson plans, projects, self-and peer assessment, evaluations of the whole process	50	Independent/autonomous study	50	Total number of hours for the Course	367
<i>Teaching Method</i>	<i>Semester Workload</i>													
Laboratory Exercise	52													
Field Practice – Practice at schools (internship /Placement)	215													
Individual and /or group projects, using technologies (lesson plans, projects, self-and peer assessment, evaluations of the whole process	50													
Independent/autonomous study	50													
Total number of hours for the Course	367													
<p>STUDENT ASSESSMENT <i>Περιγραφή της διαδικασίας αξιολόγησης</i></p> <p><i>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</i></p> <p><i>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</i></p>	<ul style="list-style-type: none"> • Language of assessment: Greek (English and French also, for foreign students) <p>The final grade in the course is based on:</p> <ul style="list-style-type: none"> • 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) <p>The evaluation criteria are explained in detail to students through the <i>e-class</i></p>													

(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	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 418	SEMESTER	8th
COURSE TITLE	Sociology of Family		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Seminar	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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:

- Understand 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
 Adapting to new situations
 Decision-making
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Production of new research ideas

Project planning and management
 Respect for difference and multiculturalism
 Respect for the natural environment
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

 Others...

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

- Basic knowledge of the 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 <i>Face-to-face, Distance learning, etc.</i>	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 <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power points, e-class material.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	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

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <p>3. Written examination after the end of the semester or individual research projects for final papers.</p>
--	--

(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 Introduction* (2nd Edition), Pearson, Boston.

COURSE OUTLINE ESW 419

1. GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	ESW 419	SEMESTER	8th
COURSE TITLE	Sociology of Media and Communication		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		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 <i>general background, special background, specialised general knowledge, skills development</i>	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

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students at the end of the course are expected to be able to:</p> <ul style="list-style-type: none"> • Understand 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 .
<p>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></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<p>Generally, by the end of this course the students will, furthermore, develop the following general abilities:</p> <ul style="list-style-type: none"> • 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

<p>The course develops into three components/parts:</p> <p>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.</p> <p>Part B. Lectures 5-8: Application of the three major sociological theories in examples of various issues affecting the use of ICT.</p> <p>Part C. Lectures 9-13: Presentations on recent issues and debates on digital gap. Students' essays (optional) presentations with critical approach and dialogue.</p>
--

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>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.</p>						
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Power points, e-class material.</p>						
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #f2f2f2;">Activity</th> <th style="background-color: #f2f2f2;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures and active discussions</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Workshops and Laboratory practice</td> <td style="text-align: center;">32</td> </tr> </tbody> </table>	Activity	Semester Workload	Lectures and active discussions	17	Workshops and Laboratory practice	32
Activity	Semester Workload						
Lectures and active discussions	17						
Workshops and Laboratory practice	32						

<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	Hours for private study of the student and preparation of home-works	73
	Final examination (3 conduct hours)	3
	<i>Course total</i>	<i>125</i>
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are assessed as follows:</p> <ol style="list-style-type: none"> 1. Written examination after the end of the semester or individual research projects for final papers. 	

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

(6) GENERAL

SCHOOL	School of Human and Social Sciences		
ACADEMIC UNIT	Department of Education and Social Work		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESW_420	SEMESTER	8th
COURSE TITLE	Applied Psychology: Emotion and Behavior		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, workshop activities in applying theory		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective course: Special background in Applied Psychology, skills development in building emotional environment so that communication and teaching in class is optimized		
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/		

(7) LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

After the completion of this course, students are expected to have acquired the knowledge 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 know 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 know, 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

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

- 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

(8) 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.

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of powerpoint and video in teaching Use of e-class platform to support students' study of bibliography	
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> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	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
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		<p>Students performance evaluations is carried out in either upon students' choice:</p> <ol style="list-style-type: none"> 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

(10) 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	Dpt of Education & Social Work		
LEVEL OF STUDIES	UNDERGRADUATE - ELECTIVE		
COURSE CODE	ESW_422	SEMESTER	8st
COURSE TITLE	Interdisciplinarity & Projects		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Instructor: Dr. CHarikleia Pitsou	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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/		

1. 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:

- understand more deeply the concept of interdisciplinarity.
- understand the teaching value of projects.
- realize 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.
- understand the role of education in the development of critical and creative thinking of students, as well as their metacognitive 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?

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

1. 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

2. 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.

3. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lecture, viewing and analysing material, internet search, presenting task & micro-teachings
---	---

<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Video Projector, internet, digital course on the University of Patras e-class platform</p>										
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Laboratory Exercise</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Laboratory Exercise	40	Autonomous study	40	Evaluation	45	Course total	125
<i>Activity</i>	<i>Semester workload</i>										
Laboratory Exercise	40										
Autonomous study	40										
Evaluation	45										
Course total	125										
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Work (design, detailed presentation and implementation of cross-thematic activities and a project in written form)</p>										

4. 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	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION & SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_424	SEMESTER	8th
COURSE TITLE	INTRODUCTION TO LITERARY THEORY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective <u>Specialised general knowledge:</u> 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. Understand in depth the main aspects of literary theory as a special field of literary studies.
2. Have an overview of the main Schools and trends in the 19th and 20th century tradition of the subject.
3. Know and implement critically the relevant bibliography and terminology.
4. Implement the tools of literary theory in teaching practice.

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

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:

I. Defining the field and its key concepts.

I. 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.

I. 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

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (series of lectures, extensive dialogue)										
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of the upatras eclass e-learning platform										
<p>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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 70%;">Activity</th> <th style="width: 30%;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>3x13=39</td> </tr> <tr> <td>Preparation for each lecture</td> <td>3x13=39</td> </tr> <tr> <td>Preparation for the final written examination</td> <td>47</td> </tr> <tr style="border-top: 2px solid black;"> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	3x13=39	Preparation for each lecture	3x13=39	Preparation for the final written examination	47	Course total	125
Activity	Semester workload										
Lectures	3x13=39										
Preparation for each lecture	3x13=39										
Preparation for the final written examination	47										
Course total	125										
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>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.</p> <p>Evaluation criteria are available via the upatras eclass e-learning platform.</p>										

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

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	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF ELEMENTARY EDUCATION		
LEVEL OF STUDIES	GRAGUATE		
COURSE CODE	ESW_425	SEMESTER	8
COURSE TITLE	Religious Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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	
<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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

(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

<p>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.</p> <p>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.</p> <p>2. Ways of overcoming dilemmas: a) multi-religious education; b) religious neutrality; c) philosophical ethics as a course alternative to religious education.</p> <p>3. The Role of the State and the official religions in the formation of Religious Education.</p> <p>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.</p> <p>2. Critical evaluation of contemporary Modern Greek religious education.</p> <p>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.</p>

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures)										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-										
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study</td> <td>83</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study	83	Evaluation	3	Course total	125
Activity	Semester workload										
Lectures	39										
Study	83										
Evaluation	3										
Course total	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,</i>	- Language of evaluation: Greek (English for non-Greek students)										

open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	- Methods of evaluation: written exams (short-answer questions, open-ended questions)
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

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 EDUCATION AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE - ELECTIVE		
COURSE CODE	ESW_426	SEMESTER	8 th
COURSE TITLE	SUPERVISED PRACTICE/EXPERIENCE (STAGE) IN SOCIAL AND CULTURAL INSTITUTIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Dr. GEORGE NIKOLOAU	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILL DEVELOPMENT		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>After successful completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Recognize the cultural specifics of the professional environment in which they are going to work • Be able to integrate smoothly into their group of colleagues • Design educational activities appropriate to the population they work with

<ul style="list-style-type: none"> • Work in teams and take initiative • Evaluate their action individually and collectively • Make use of educational innovations in their professional environment. 																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	<i>.....</i>																	
<ul style="list-style-type: none"> • 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

<ol style="list-style-type: none"> 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

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Seminars, presentations of social and cultural institutions by their representatives											
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Video Projector, Internet											
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td>5</td> </tr> <tr> <td>Supervised Practice Experience</td> <td>115</td> </tr> <tr> <td>Writing Summative Supervised Practice Experience Report</td> <td>5</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminar	5	Supervised Practice Experience	115	Writing Summative Supervised Practice Experience Report	5	Course total	125	
	<i>Activity</i>	<i>Semester workload</i>										
	Seminar	5										
	Supervised Practice Experience	115										
	Writing Summative Supervised Practice Experience Report	5										
Course total	125											
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended</i></p>	The evaluation is done by combining the written report of the Managers of the Social and Cultural Institutions where the students carry out their											

<p>questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	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_428

1. GENERAL

SCHOOL	SCHOOL OF HUMANITY AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATION 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		TEACHING HOURS PER WEEK	ECTS CREDITS
σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων			
Lectures, 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 are n' 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

Learning 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

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

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

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].

<p>Ch. 3: PERFORMANCE</p> <p>I. Performance introduction.</p> <p>II. Interdisciplinarity in performance.</p> <p>III. Aesthetic text.</p> <p>IV. Performativity.</p> <p>V. The body in the work of Abramović, M.</p> <p>Ch. 4: RITUAL AND PERFORMANCE</p> <p>I. Differences between Ritual and Performance.</p> <p>II. Types of rituals.</p> <p>V. The performative element of the ritual episodes.</p> <p>VI. Social and political role of ritual and performance.</p> <p>Ch. 5: ARTISTIC PERFORMANCE INTRODUCTION TO THE PRACTICE</p> <p>I. The philosophical and aesthetic theories.</p> <p>The special case of the Situationists - Situationists.</p> <ul style="list-style-type: none"> • The Constructed Situations. • Psychogeography & Psychogeographical Maps. • Dérive. • Detour. <p>III. Individual and group artistic practice</p> <ul style="list-style-type: none"> • Inspiration. • Methodological steps of construction. <p>Ch. 6: PERFORMANCE WRITING</p> <p>I. Performance Writing - a brief historical background.</p> <ul style="list-style-type: none"> • British origin and academic background in Performance Writing. <p>II. The existential ground on which performance writing thrives: Body / word</p> <p>III. The products of performance writing.</p> <p>IV. The methodological tools of Performance Writing</p> <ul style="list-style-type: none"> • Performance writing practices. • Questions during the rehearsal of performance writing <p>Ch. 7: EXPERIMENTS IN THE PRACTICE OF PASSING FROM ONE STRUCTURE TO ANOTHER IN THE SPIRIT OF PERFORMANCE WRITING</p> <p>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.</p>
--

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD</p> <p><i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	Lectures, seminars and laboratory work face to face.																
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p><i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<u>SYNTHETIC ORGANIC CHEMISTRY</u> Use of Information and Communication Technologies (ICT) (eg powerpoint, video) in teaching.																
<p>TEACHING ORGANIZATION</p> <p><i>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.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th style="background-color: #f2f2f2;">Δραστηριότητα</th> <th style="background-color: #f2f2f2;">Φόρτος Εργασίας Εξαμήνου</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>19</td> </tr> <tr> <td>Laboratory creative work</td> <td>20</td> </tr> <tr> <td>Hours for private study of the students and preparation of creative - works</td> <td>74</td> </tr> <tr> <td>Tutorial seminar</td> <td>3</td> </tr> <tr> <td>Field exercise / performance writing</td> <td>6</td> </tr> <tr> <td>Evaluation</td> <td>3</td> </tr> <tr> <td>Total number of hours</td> <td>125</td> </tr> </tbody> </table>	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
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 ASSESMENT	
<p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>For the students:</p> <ol style="list-style-type: none"> 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

bright Cooper, A., (2016) *Χορογραφώντας τη διαφορά*, εκδ. Νήσος, Αθήνα

ewe Bergmann S., (1996) *Creative dance: enriching understanding*, Calgary, Alberta, Canada

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

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

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

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

ueller W., *Παντομίμα*, Κάλβος, Αθήνα.

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

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

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

γγοπούλου 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.

rtora, G., *Ανατομία του ανθρώπινου σώματος* Εκδόσεις Έλλην.

COURSE OUTLINE ESW_409

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESW_409	SEMESTER	8 th
COURSE TITLE	LINGUISTICS OF SIGN LANGUAGE - APPLICATIONS IN BILINGUAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, practice		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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

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...

.....

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 <i>Face-to-face, Distance learning, etc.</i>	Facet to face (lectures, practice)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and presentation via PowerPoint. Presentation of ICT application related to Special Education. Learning process support through e-class platform. Communication with students via e-mail.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – interactive teaching	26
	Study and analysis of bibliography	20
	Essay assignment	14
	Essay presentation	9
	placements	9
	Sign language laboratory	13
	Autonomous study	31
	Evaluation	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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:

- Knooks, 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. University 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.
- Moore 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 SCIENCES OF EDUCATION AND SOCIAL WORK		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	ESW_314	SEMESTER	8 th
COURSE TITLE	Human Geography of Educational Organizations		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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:

- Have a solid knowledge of the main principles of human geography and be able to apply them in learning and organizational environments,
- Understand the basic principles of systems thinking and complexity theory,
- Understand 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,
- Understand the ways through which the above-described elements are related with resilience and latent forms of exclusion,
- Present and understand 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

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...

.....

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

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

Konidari V., Abernot, Y. (2008). The way classroom functions: another hidden curriculum to be explored. *International Journal of Social Sciences*, 3(1), 1-7.

Crampton, J.W. & Elden, St. (2007). *Space, Knowledge and Power. Foucault and Geography*. Ashgate: NewYork.

Pellegrino, P. (2006). Το νόημα του χώρου. Αθήνα:Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ O.E. ISBN: 978-960-402-273-3.

Holloway, L. & Hubbard, P. (2001). *People and Place*. Pearson Education Limited: Edinburg.

Calvino, I. (1997). *Invisible Cities*. London: Vintage Books.

Soja, E. (1996). *Thirdspace*. Blackwell:UK.

Lefebvre, H. (1991/2009). *The Production of Space*. Blackwell: Oxford.

Marin, L. (1990). *Utopics*. Humanity Books: US.

Relph, E. (1976). *Place and Placeness*. Pion Limited: London.