

COURSES' OUTLINE – 1st SEMESTER

A. COMPULSORY

ΕΚΠ-111 COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-111	SEMESTER	1st
COURSE TITLE	Theories of Education		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Special background and specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1534/		

LEARNING OUTCOMES

Learning outcomes

At the end of the course the students will know, understand and apply:

1. The theoretical underpinnings and practice of education and how these have facilitated developments in educational practice from a global perspective.
2. Research principles and methods for extending knowledge as well as producing new knowledge in education.
3. Critically reflect on and evaluate research findings and practice to develop, assess and/or theorise responses relative to changing educational contexts and learner needs.
4. Synthesise and analyse scholarly literature to broaden understanding and evaluation of developments in practice locally, regionally and internationally.
5. Integrate educational theory, relevant scholarly literature, professional knowledge and research skills to plan, implement, evaluate and reflect on a research project related to an issue confronting educational practice and/or policy and align it with one or more theories of education.
6. Employ appropriate technologies to share practice and research findings with peers and stakeholders.

General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism

SYLLABUS

The course “Theories of Education” concerns itself with education theory. Education theory is the theory that deals with the purpose, application and explaining, reframing and understanding of education and learning. It is essentially an umbrella term, made up of a number of theories, rather than a single explanation of how we learn, and how we should teach. Rather, it is affected by a variety of factors.

There is an implied assumption that there is a direct link between educational theory and practice. In reality though, the relationship between educational theory and classroom practice is multifaceted. There is no one, clear, universal explanation of how we learn and therefore no exclusive method as to how we should teach. Rather, there are a range of theories, each with their background in a different psychological, philosophical, historical, sociological and/or epistemological tradition. To understand learning then, we have to understand the theories, and the rationale behind them. Theories are used for numerous reasons, including, but not limited to, helping to explain a complex issue, predicting if it will occur in the future, allowing the transfer of information in one setting to that of another, providing opportunities for improvement as well as to enable us to specify what educational interventions should look like. The purpose of studying educational theories is thus, to develop interpretive, normative, and critical perspectives on education, both inside and outside of schools. The objective of such study is to sharpen students’ abilities to examine, understand, and explain educational plans, measures, and practices and to develop a well-organized sense of educational accountability. Such study develops an awareness of education in light of its complex relations to its surroundings.

Among the themes to be facilitated by a cadre of Greek and foreign higher education academics are the following:

- What is theory and how does it relate to practice?
- Historical, sociological, psychological and philosophical foundations of educational theories
- Philosophies underlying theories of education
- Factors influencing change in theories of education
- Theories of Learning
- 21st century reflection on 20th century educational thought
- Gender, stereotypes and educational practices – from theory to practice
- Educational theories and practices as applied in Special Education
- First/mother tongue language, learning and theories of education
- Second language learning and its relationship to theories of education
- Theater, movement, expression and educational theories

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face interactive lectures, interactive and argumentative discussion with the active participation of students and students in thematic presentations (on a team or individual level). Analysis and review of scientific articles.	
USE OF ICTS	Skype lectures, PowerPoint and Prezi presentations by lecturer as well as students, online chats outside course, as well as media use.	
TEACHING METHODS	Activity	Semester workload
	Lectures - discussion	20
	Interactive teaching and activities/tasks	19
	Study and analysis of bibliography	60
	Design, study and writing of critical reviews	10
	Design, study and writing of final bibliographic research paper	40
	Presentation of final research paper	1
	Course total	<i>150</i>

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

STUDENT PERFORMANCE EVALUATION	Description of the evaluation procedure	% of final grade
	A) Active In-class participation	30%
	B) Critical Reviews of 3 Academic Articles: Each critical review accounts for 3.3% (or 3 x 3.3 = 10%)	10%
	C) Final written term assignment.	40%
	D) In-class presentation of the final written assignment using PowerPoint, Prezi or another form of presentation.	20%

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Bai, H., Pan, W., Hirumi, A., & Kebritchi, M. (2012). Assessing the effectiveness of a 3-D instructional game on improving mathematics achievement and motivation of middle school students. *British Journal of Educational Technology*, 43(6), 993-103.
- Edwards, N. (2012). An Examination of the Historical and Philosophical Foundations of Educational Theory in A Post-Modern World: Implications for Curriculum Design and Critical Thinking Skills. *The Asian Conference on Education 2012 Official Conference Proceedings*. Osaka, Japan: Yamaguichi National University. Retrieved from: <https://papers.iafor.org/proceedings/conference-proceedings-the-fourth-asian-conference-on-education-2012/>.
- Gee, P. (1994). First Language Acquisition as a Guide for Theories of Learning and Pedagogy. *Linguistics and Education*, 6, 331-354.
- Honey, P., & Mumford, A. (1992). *The manual of learning styles*. London: Peter Honey Publications.
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- Kohl, W. (2000). Educational Theory in the Eighties: Diversity and Divergence. *Educational Theory*, 50(3), 339-356. Retrieved from: <https://education.illinois.edu/educational-theory/5%20Kohli.pdf>
- Leś, T. (2017). The research potential of educational theory: On the specific characteristics of the issues of education, *Educational Philosophy and Theory*, 49(14), 1428-1440.
- MacLeod, F., & Golby, M. (2003). Theories of Learning and Pedagogy: issues for teacher development. *Teacher Development*, 7(3): 345-361. Retrieved from: <https://www.tandfonline.com/doi/pdf/10.1080/13664530300200204?needAccess=true>
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- Perkinson, H.J. (1984) *Learning From our Mistakes: A reinterpretation of Twentieth-Century Educational Theory*. Westport, CT: Greenwood Press.
- Petersen, K.B. (2014). Learning Theories and skills in online second language teaching and learning: Dilemmas and challenges. *JISTE*, 18(2), 41- 51.
- Polito, T. (2005) Educational Theory as Theory of Culture: A Vichian perspective on the educational theories of John Dewey and Kieran Egan, *Educational Philosophy and Theory*, 37:4, 475-494. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1111/j.1469-5812.2005.00136.x?journalCode=rept20>
- Prensky, M. (2003). Digital game-based learning. *Computers in Entertainment (CIE)*, 1(1), 21-21.
- Prensky, M. (2002). What kids learn that's POSITIVE from playing video games (pp. 1-15). Retrieved from: <http://www.marcprensky.com/writing/Prensky%20-%20What%20Kids%20Learn%20That's%20POSITIVE%20From%20Playing%20Video%20Games.pdf>
- Runco, M.A. (Ed.) (1994). *Problem finding, problem solving, and creativity* (pp. 223–235). Norwood, NJ: Ablex.
- Schunk, D.H. (2012). *Learning Theories – An Educational Perspective*. Sixth Edition. Boston, MA: Pearson Education, Inc.
- Simpson, (1982). The Identity of Educational Theories. *Educational Philosophy & Theory*, 14(2), 51-59.
- Tan, C. (2006). Philosophical perspectives on education. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.), *Critical Perspectives on Education: An Introduction* (pp. 21-40). Singapore: Prentice Hall. https://www.academia.edu/27292186/Philosophical_perspectives_on_education
- Tiedt P.L., & Tiedt I. M., (2006). *Πολυπολιτισμική διδασκαλία*. (Μετάφραση Πλύτα, Α.) Αθήνα: ΕΚΔΟΣΕΙΣ ΠΑΠΑΖΗΣΗ ΑΕΒΕ.
- Treffinger, D. J., Isaksen, S. G., & Dorval, D. K. (1996). Creative problem solving: An overview. In M. A. Tuzun, H., Meryem, Y. S., Karakus, T., Inal, Y., & Kizilkaya, G. (2009). The effects of computer games on primary school

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

students' achievement and motivation in geography learning. *Computers & Education*, 52(1), 68–77.

Trohler, (2007). Philosophical Arguments, Historical Contexts and Theory of Education. Philosophical Arguments, Historical Contexts, and Theory of Education, *Educational Philosophy and Theory*, 39(1), 10-19

Wotherspoon, T. (2009, 2012, 2018). Chapter 2: Sociological theories of education. *The Sociology of Education in Canada*. Fourth Edition. Don Mills, Ontario: Oxford University Press.

Wrenn, J & Wrenn B. (2009). Enhancing Learning by Integrating Theory and Practice. *International Journal of Teaching and Learning in Higher Education*, 21(2), 258-265. Retrieved from: <https://eric.ed.gov/?id=EJ899313>

- Related academic journals:

Educational Theory, Theory and Research in Education, Educational Philosophy and Theory, Educational Practice and Theory, Teaching and Teacher Education, Cambridge Journal of Education, British Journal of Educational Sciences, Journal of Education and Learning, Intercultural Education, International Journal of Multicultural Education, Academia

EΚΠ-112 COURSE OUTLINE**GENERAL**

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-112	SEMESTER	1st
COURSE TITLE	RESEARCH METHODS (QUANTITATIVE & QUALITATIVE) IN HUMANITIES AND SCIENTIFIC PAPER DESIGN AND WRITING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Compulsory course - acquiring Knowledge & developing skills		
PREREQUISITE COURSES:	General computer use knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PD1553/		

LEARNING OUTCOMES**Learning outcomes**

The course aims to familiarize students with topics related to the preparation, organization, design and writing of a scientific paper.

Upon completion the course, students should be able to:

- Search bibliographic databases to document their work with the help of search engines
- Check the reliability and determine the hierarchy and priority of the resources
- Formulate the research questions or/and the hypothesis of their research
- Define the distinct sections of a scientific paper and analyze the content of each section
- Apply the APA system to writing the paper, references and citations
- Refer to plagiarism issues and ways to detect them
- Discern and document the methodology to be followed in a scientific paper
- Indicate the instruments and data collection techniques and data sampling methods
- Describe how to handle qualitative data to draw conclusions
- Describe how to handle quantitative data and how to choose the appropriate statistical test to draw conclusions

General Competences

- Autonomous/individual work – Team Work
- Decision making
- Searching, analyzing and synthesizing/merging data and information, using the necessary technologies
- Working in an international and an interdisciplinary environment
- Exercising of criticism and self-criticism
- Adapting to new situations.

SYLLABUS

The course consists of the following modules:

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- Scientific paper, conceptual and functional definitions.
- The distinct sections of a scientific paper, the content and the way of writing each section.
- Research questions, how to choose and how to formulate them.
- Search for bibliographic documentation, resources selection, critical literature review, literature reliability testing and hierarchy and resource priority.
- Formulation of research questions or/and hypothesis of the research.
- Defining the distinct sections of a scientific paper and analysis of the content and the way of writing each section.
- The APA system in writing a paper, references and citations.
- Plagiarism and how to detect it in a paper.
- Research methodology, choosing and documenting.
- Data collection techniques, data collection instruments and data sampling methods.
- Handling qualitative data to draw conclusions.
- Handling quantitative data and choosing the appropriate statistical tests to draw conclusions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (Lectures, Laboratory Exercises, discussion, presentation, demonstration).	
USE OF ICTs	PowerPoint presentation lectures. Seminars and laboratory lessons including the use of digital research applications and computer software. Supporting learning process through e-class platform.	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	13
	Discussions, demonstrations, essays' presentations	26
	Studying and writing up individual essays	24
	Studying and writing up final essay	9
	Seminars	39
	Independent/autonomous study	39
	Course total	150
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek (and English for foreign students) Assessment: <ol style="list-style-type: none"> 1. Weekly written assignments, study and presentation in peer working groups or/and individually during the semester (65% of the final grade). 2. Final written individual assignment (35% of the final grade). The evaluation criteria are explained in detail to students through the e-class platform.	

ATTACHED BIBLIOGRAPHY

- Παναγιωτακόπουλος, Χ. Σαρρής, Μ. (2015). *Η Εκπόνηση μιας Επιστημονικής Εργασίας με τη Χρήση των ΤΠΕ. Μία ολοκληρωμένη προσέγγιση*. Αθήνα: Εκδόσεις ΙΩΝ.
- Cohen, L., Manion, L., & Morrison, K. (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο.
- Robson, C. (2010). *Η Έρευνα του Πραγματικού Κόσμου*. Αθήνα: Gutenberg.

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

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- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. CA: Sage Publications.
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EΚΠ-113 COURSE OUTLINE**GENERAL**

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-113	SEMESTER	1st
COURSE TITLE	Psychological development in childhood and adolescence		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Foundation Course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr		

LEARNING OUTCOMES**Learning outcomes**

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

- Differentiate the basic theories and research methods of life-long human development;
- Evaluate the advantages and disadvantages of the various techniques for studying human development;
- Comprehend and apply basic concepts of Developmental Psychology in the areas of cognitive, linguistic, and socio-emotional development;
- Identify, correlate with and, might as well, explain both intergender difference using the evolution theory and the individual's behavior as related to the attachment classification formed during the first dyadic relationship in life;
- Understand the role of fundamental cognitive processes, such as attention, perception, comprehension and memory in learning;
- Comprehend the differences of typical and atypical development in the school environment;
- Be familiar with the basic theories of motivation in education;
- Comprehend child development within the framework of the family and the school;
- Understand the substantial changes occurring in the developing person during adolescence;
- Analyze critically child development-related data obtained from the pertinent international literature review;
- Present a brief written report based on the above.

General Competences

Search for, analysis and synthesis of data and information with the use of the necessary technology

Working independently

Team work

Working in an interdisciplinary environment

Criticism and self-criticism

122). Springer.

Lamb, M. E. & Marc H. Bornstein, M. H. (2011). *Social and Personality Development: An Advanced Textbook*. NY: Psychological Press.

Lerner, R. M., Lerner, J. V., P Bowers, E., & John Geldhof, G. (2015). *Positive Youth Development and Relational-Developmental-Systems*. John Wiley & Sons, Inc..

Lightfoot, Cole, M. & Cole. S. (2014). *Η ανάπτυξη των παιδιών*. Επιμέλεια: Ζωή Μπαμπλέκου. Αθήνα: Εκδόσεις Τυπωθήτω – Γιώργος Δαρδανός.

Miller, P.H. (2002). *Theories of Developmental Psychology*. N.Y.: W.H. Freeman

Niedenthal, P.M., Krauth_Gruber, S, & Ric, F. (2011). *Ψυχολογία του συναισθήματος*, Καφέτσιος (Επ. Έκδ.). Τόπος.

Siegler, R. (2002). *Πώς σκέπτονται τα παιδιά*. Αθήνα: Gutenberg, Ψυχολογία.

Συναφή επιστημονικά περιοδικά:

- Child Development
- Developmental Psychology
- Developmental Review
- British journal of Developmental Psychology
- Journal of Experimental Child Psychology
- Early Childhood Research Quarterly
- Developmental Science
- Cognitive Development

ΕΚΠ-114 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-114	SEMESTER	1st
COURSE TITLE	Cognitive Neuroscience		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Obligatory course: Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1569/		

LEARNING OUTCOMES

Learning outcomes

The course aims at enabling students to understand the nature of cognitive processes involved in the learning process for typical primary students as well as students with learning difficulties and learning abilities.

More specifically, students are expected to acquire and apply knowledge regarding:

- the instinctive processes governing behavior; the biological processes and neurophysiological factors enhancing the cognitive processes such as attention, perception, encoding and memory; the content and function of these processes in the learning process
- the procedure of reading from the point of view of Cognitive Psychology as well as the cognitive processes followed by the students,
- the special learning difficulty of dyslexia within the framework of Cognitive Psychology,
- the relationship between dyslexia and the brain hemisphere dominance and the functional damage of specific areas of cerebral cortex; the possibility of compensation of this functional deficit,
- the special learning abilities in relation to genetics, neurophysiology and environment.

General Competences

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

SYLLABUS

This course is designed to provide students with a thorough review of what is known about the nature and function of cognitive processes within the field of Cognitive Psychology and Neuroscience. Also, learning difficulties, namely dyslexia, and special learning abilities within the field of Neuroscience are to be discussed

The topics of the course includes:

1. Introduction to Cognitive Neuroscience

Object of Cognitive Neuroscience, relationship with other fields of psychology, benefits to the individual and the teacher

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

<u>2. Methodology of Cognitive Neuroscience</u>
<u>3. Cognitive processes: Attention, perception, recognition, memory</u>
<u>4. Central nervous system: Brain</u>
<u>5. Introduction to sensory systems</u>
<u>6. Neurology of language</u>
<u>7. Neurology of learning</u>
<u>8. Cognitive psychology: reading</u>
<u>9. Cognitive psychology: dyslexia</u>
<u>10. Brain functions and special abilities</u>
<u>11. Brain and special learning difficulties</u>

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face, Distance learning	
USE OF ICTS	Use of powerpoint in teaching, Video display for theory applications, Use of e-class platform to support students' study of bibliography	
TEACHING METHODS	Activity	Semester workload
	Lectures, Interactive teaching	26
	Seminars	13
	Study and analysis of bibliography	100
	Laboratory practice	11
	Course total	150
STUDENT PERFORMANCE EVALUATION	<p>The evaluation procedure consists of:</p> <ol style="list-style-type: none"> mid-term written exams covering the readings and lectures respective to the concepts and theories presented. Students' understanding of the terminology, grasp of concepts will be assessed on a mixed evaluation model of multiple choice questions and an open ended question (50%) written exams at the end of the semester on the topics presented during the lectures following the mid-term written exams (50%) 	

ATTACHED BIBLIOGRAPHY

Baillieux, H., Vandervliet, E.J., Manto, M., Parizel, P.M., De Deyn, P.P., & Mariën P. (2009). Developmental dyslexia and widespread activation across the cerebellar hemispheres. *Brain*, 108: (2), 122-32.

Βλάχος, Φ. (2010). Δυσλεξία: Μία συνθετική προσέγγιση αιτιολογικών θεωριών. *Hellenic Journal of Psychology*, 7, 205-240.

De Smet, H.J., Paquier, P., Verhoeven, J, & Marien, P. (2013). The cerebellum: Its role in language and related cognitive and affective functions. *Brain & Language*, 127, 334-342.

Eysenck, M.W. (2006). *Βασικές αρχές Γνωστικής Ψυχολογίας*. Επ. έκδ. Ελένη Βασιλάκη. Gutenberg.

Fingelkurts, A. and Fingelkurts, A. (2003). *Gifted Brain and Twinning: Integrative Review of the Recent Literature*, *Advances in Psychology Research*, 20, pp 1-32.

Kasselimis, D.S., Margarity, M., & Vlachos, F. (2007). Cerebellar Function, Dyslexia and Articulation Speed. *Child Neuropsychology*, 14:(4), 303-313.

Kolb, B., & Wishaw, I. Q. (2009). Εγκέφαλος και Συμπεριφορά (Α. Καστελλάκης & Γ. Παναγής, Επιμ., Τόμος 1). Αθήνα: Π. Χ. Πασχαλίδης.

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Mouzaki, A. & Sideridis, G. (2007). Poor readers' profiles among Greek students of elementary school. *Hellenic Journal of Psychology*, 4, 205-232.

Mrazik, M. and Dombrowski, S. (2010). *The Neurobiological Foundations of Giftedness*, *Roeper Review: A Journal on Gifted Education*, 32(4), pp 224-234.

Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G. R., & Wagenaar, W. A. (2009). Sensory Processes. In *Atkinson & Hilgard's Introduction to Psychology*. HE Publisher: Pat Bond (ISBN: 978-1-84480-728-4).

Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G. R., & Wagenaar, W. A. (2009). Perception. In *Atkinson & Hilgard's Introduction to Psychology*. HE Publisher: Pat Bond (ISBN: 978-1-84480-728-4).

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- Passer, M.W. & Smith, R.E. (2009). Sensation and perception. In *Psychology: The science of mind and behavior*. McGraw Hill.
- Πόρποδας, Κ. (Επιμ.) (2003). *Διαγνωστική αξιολόγηση και αντιμετώπιση των μαθησιακών δυσκολιών στο δημοτικό σχολείο (Ανάγνωση, Ορθογραφία, Δυσλεξία, Μαθηματικά)*. Πάτρα.
- Πόρποδας, Κ.Δ. (2002). *Η ανάγνωση*. Πάτρα.
- Σίμος, Π., Μουζάκη, Α. & Παπανικολάου, Α. (2004). Η λειτουργία της ανάγνωσης και οι διαταραχές της: Η συμβολή μεθόδων λειτουργικής απεικόνισης του εγκεφάλου. *Hellenic Journal of Psychology*, 1, (1), 56-78.
- Thompson, L. and Oehlert, J. (2010). *The etiology of Giftedness*, Learning and Individual Differences, 20(4), pp 298-307.
- Titaki, G. (2016). Providing a chance to gifted children. 10.13140/RG.2.1.1732.2480.
- Vlachos, F., Avramidis, E., Dedousis, G., Chalmpé, M. Ntalla, I., & Giannakopoulou, M. (2013). Prevalence and gender ratio of dyslexia in Greek adolescents and its association with parental history and brain injury. *American Journal of Educational Research*, 1, 22-25.
- Φουστάνα, Α. & Παπαδάτος, Γ. (2012). *Ο ρόλος της ευφυΐας στον ανθρώπινο πολιτισμό, Η ευφυΐα ως πολιτισμικό, ψυχοφυσιολογικό και εκπαιδευτικό φαινόμενο*. Αθήνα, εκδ. Πεδίο.

ΕΚΠ-115 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-115	SEMESTER	1st
COURSE TITLE	Teaching strategies for the instruction of Greek as a second or foreign language: Sociolinguistic approaches		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Specialised general knowledge, Skills development		
PREREQUISITE COURSES:	---		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	---		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE		

LEARNING OUTCOMES

Learning outcomes

Students, by completing the course, are expected to have:

- familiarised themselves with the applications of modern didactic approaches in teaching language as a second or foreign and the relative recent research activity
- developed strategies and skills for the instruction of multimodal texts in multicultural context
- realised the need for adoption of new teaching practices and the need to direct their objectives and their interests to experimentations concerning relative instructive applications or research works.

General Competences

- Adapting to new situations
- Decision making
- Autonomous/individual work
- Teamwork (peer working groups)
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- 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

SYLLABUS

- Systematic study of text-generic structure. Textual views of discourse and communication.
- Strategies of *Genre based literacy pedagogy* in a multicultural society.
- Strategies of *Multiliteracies*. Teaching multimodal texts.
- Analysis of teaching applications for teaching Greek as a second / foreign language. Instructive scripts and projects.
- The recent research activity.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face <ul style="list-style-type: none"> Lectures, individual/peer assignments and group workshops. 	
USE OF ICTS	Use of ICT (Power-points, Eclass Material, Links to specialized websites) <ul style="list-style-type: none"> in Teaching, in Student Communication 	
TEACHING METHODS	Activity	Semester workload
	Lectures	13 X3 = 39
	Independent/autonomous study - Study and analysis of bibliography	51
	Individual or peer group project and written assignment using technologies	60
	Course total	<i>150</i>
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> Language of evaluation: Greek (English and French also, for foreign students) Individual or peer group written assignment using technologies Presentation and reviewing of the written assignment, based on the comments of the students and the responsible <p>The evaluation criteria are explained in detail to the students through the <i>e-class</i></p>	

ATTACHED BIBLIOGRAPHY

Collins, J. και R.K. Blot (2003). *Literacy and Literacies: Texts, power, and Identity*. Cambridge: Cambridge University Press.

Cope, B. and Kalantzis, M. (1993). *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: The Falmer Press.

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

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

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

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

Kostouli, T. (ed.) (2005). *Writing in Context(s). Textual Practices and Learning Processes in Sociocultural Settings*. New York: Springer-Studies in writing, v. 15

Kress, G. (1994). *Learning to write*. London: Routledge.

Kress, G. (2003). *Literacy in the new media age*. London: Routledge.

Kress, G., Jewitt, C., Ogborn, J. & Tsatsarelis, C. (2001). *Multimodal Teaching and Learning: The rhetorics of the science classroom*. London: Continuum.

Kress, G. & van Leeuwen, T. (1996). *Reading Images. The grammar of visual design*. London: Routledge.

Kress, G., & van Leeuwen, T. (2001). *Multimodal discourse. The modes and media of contemporary communication*. London: Edward Arnold.

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

<http://newlearningonline.com/learning-by-design/>

<http://newlearningonline.com/learning-by-design/references>

EΚΠ-117 COURSE OUTLINE**GENERAL**

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-117	SEMESTER	1st
COURSE TITLE	ICTs IN EDUCATION: SPECIAL ISSUES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Elective - Knowledge acquisition and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1551/		

LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is the familiarization of trainees with special issues on the in education and especially in multicultural education. After completing the course, the students should be able to:</p> <ul style="list-style-type: none"> Analyze the way the Internet works and describe the basic services it provides. Describe the advantages, the disadvantages and the effects of the Internet in society and education with emphasis in multicultural education. Analyze issues related to ethical use of the internet, internet privacy and user' data protection. Describe types and ways of violating the ethical use of the internet (electronic crime). Analyze ways and tools (e.g. digital repositories and dictionaries) for education via the Web and describe how the Internet of Things works. Analyze how the smart systems, the ubiquitous computing systems, the wearable and wireless systems, the smart home, and the smart classroom, work. Refer to educational software and to software issues for special education. Analyze issues related to the use of Educational Robotics in the classroom. Describe the open and distance learning methodology, analyze issues of synchronous and asynchronous communication, and describe the factors and the effects in teleconferencing system environments with emphasis in multicultural education. Refer to e-learning environments and learning management systems. Describe ways for educational exploitation of data mining and big data sets analysis. Work in collaborative learning environments with emphasis in multicultural education. Analyze the characteristics, the advantages and the disadvantages of personalized learning environments. Refer to mobile devices and to mobile learning. Describe the structure, the advantages and the disadvantages of MOOCs.
General Competences
<ul style="list-style-type: none"> Autonomous work Decision making Search, analysis, and synthesis of data and information with the use of the necessary technologies Working in an international and interdisciplinary environment Adapting to new situations

SYLLABUS

The lesson's syllabus is as follows:

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- Internet services, advantages, disadvantages, and effects from its use on the society and education, digital literacy with emphasis in multicultural education
- World wide web, privacy protection, ethical use of the Internet, computer crime
- Electronic encyclopedias, digital collections, digital repositories, internet of things
- Smart systems, pervasive computing, wearable and wireless devices, smart home and smart classroom
- Educational software, digital educational games, serious games, mini-conceptual games, software for special education with emphasis in multicultural education
- Educational robotics, learning objectives, approaches and robotic kits
- Distance learning, synchronous and asynchronous communication
- E-learning environments, teleconferencing systems, learning management systems, educational data mining and big data
- Collaboration, collaborative learning environments, personalized learning
- Mobile learning in multicultural environments
- MOOCs, pros and cons

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (lectures, laboratory practice, discussion, demonstration, hands-on approaches for application development)	
USE OF ICTS	PowerPoint presentations Web-sites with educational material Learning support using e-class	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Assignments' presentations, discussion	26
	Study and authoring assignments during the lessons	25
	Study and authoring of final assignment	35
	Construction of educational scenario based on ICTs	25
	Autonomous study	26
	Course total	150
STUDENT PERFORMANCE EVALUATION	Evaluation language: Greek (and in English if required) Evaluation: 1. Assignments during the lessons' period and preparation with predefined standards (30% of the final grade). 2. Construction of an educational scenario for teaching of a concept, based on ICTs (30% of the final grade). 3. Final assignment related to the on education (40% of the final grade). Evaluation' criteria are accessible via e-class.	

ATTACHED BIBLIOGRAPHY

- Selected articles from scientific journals and:
- Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2009). *Educational Technology for Teaching and Learning*. Athens: Epikentro.
 - Roblyer, M.D., Doering, A. H. (2015). *Integrating Educational Technology into Teaching*. Pearson.
 - Panagiotakopoulos, C. (2018). *Internet Ethics and Electronic Crime*. Athens: Papazisis Publications.
 - Jimoyiannis, A. (2017). *E-learning. Theoretical approaches and educational design*. Athens: Kritiki Publications.
 - Vosniadou, S. (2006). *Designing Learning Environments supported from Cotemporary Technologies*. Athens: Gutenberg.
 - Vosniadou, S. (2006). *Children, Schools and Computers*. Athens: Gutenberg.
 - Mikropoulos, A., Bellou, A. (2010). *Scenarios for Teaching with Computer*. Athens: Klidarithmos.
 - Panagiotakopoulos, C., Pierrakeas, C., Pintelas, P. (2005). *Educational Software Design*. Patras: Hellenic Open University.

COURSES' OUTLINE – 1st SEMESTER

B. OPTIONAL

ΕΚΠ-101 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	ΕΚΠ-101	SEMESTER	1st
COURSE TITLE	ICTs IN EDUCATION: SPECIAL ISSUES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Elective - Knowledge acquisition and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1551/		

LEARNING OUTCOMES

Learning outcomes

The aim of the course is the familiarization of trainees with special issues on the in education. After completing the course, the students should be able to:

- Analyze the way the Internet works and describe the basic services it provides.
- Describe the advantages, the disadvantages and the effects of the Internet in society and education.
- Analyze issues related to ethical use of the internet, internet privacy and user' data protection.
- Describe types and ways of violating the ethical use of the internet (electronic crime).
- Analyze ways and tools (e.g. digital repositories and dictionaries) for education via the Web and describe how the Internet of Things works.
- Analyze how the smart systems, the ubiquitous computing systems, the wearable and wireless systems, the smart home, and the smart classroom, work.
- Refer to educational software and to software issues for special education.
- Analyze issues related to the use of Educational Robotics in the classroom.
- Describe the open and distance learning methodology, analyze issues of synchronous and asynchronous communication, and describe the factors and the effects in teleconferencing system environments.
- Refer to e-learning environments and learning management systems.
- Describe ways for educational exploitation of data mining and big data sets analysis.
- Work in collaborative learning environments.
- Analyze the characteristics, the advantages and the disadvantages of personalized learning environments.
- Refer to mobile devices and to mobile learning.
- Describe the structure, the advantages and the disadvantages of MOOCs.

General Competences

- Autonomous work
- Decision making
- Search, analysis, and synthesis of data and information with the use of the necessary technologies
- Working in an international and interdisciplinary environment
- Adapting to new situations

SYLLABUS

The lesson's syllabus is as follows:

- Internet services, advantages, disadvantages, and effects from its use on the society and education, digital literacy
- World wide web, privacy protection, ethical use of the Internet, computer crime
- Electronic encyclopedias, digital collections, digital repositories, internet of things
- Smart systems, pervasive computing, wearable and wireless devices, smart home and smart classroom
- Educational software, digital educational games, serious games, mini-conceptual games, software for special education
- Educational robotics, learning objectives, approaches and robotic kits
- Distance learning, synchronous and asynchronous communication
- E-learning environments, teleconferencing systems, learning management systems, educational data mining and big data
- Collaboration, collaborative learning environments, personalized learning
- Mobile learning
- MOOCs

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (lectures, laboratory practice, discussion, demonstration, hands-on approaches for application development)	
USE OF ICTS	PowerPoint presentations Web-sites with educational material Learning support using e-class	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Assignments' presentations, discussion	26
	Study and authoring assignments during the lessons	25
	Study and authoring of final assignment	35
	Construction of educational scenario based on ICTs	25
	Autonomous study	26
	Course total	150
STUDENT PERFORMANCE EVALUATION	Evaluation language: Greek (and in English if required) Evaluation: 1. Assignments during the lessons' period and preparation with predefined standards (30% of the final grade). 2. Construction of an educational scenario for teaching of a concept, based on ICTs (30% of the final grade). 3. Final assignment related to the on education (40% of the final grade). Evaluation' criteria are accessible via e-class.	

ATTACHED BIBLIOGRAPHY

Selected articles from scientific journals and:

- Newby, T. J., Stepich, D. A., Lehman, J. D., Russell, J. D. (2009). *Educational Technology for Teaching and Learning*. Athens: Epikentro.
- Roblyer, M.D., Doering, A. H. (2015). *Integrating Educational Technology into Teaching*. Pearson.
- Panagiotakopoulos, C. (2018). *Internet Ethics and Electronic Crime*. Athens: Papazisis Publications.
- Jimoyiannis, A. (2017). *E-learning. Theoretical approaches and educational design*. Athens: Kritiki Publications.
- Vosniadou, S. (2006). *Designing Learning Environments supported from Cotemporary Technologies*. Athens: Gutenberg.
- Vosniadou, S. (2006). *Children, Schools and Computers*. Athens: Gutenberg.
- Mikropoulos, A., Bellou, A. (2010). *Scenarios for Teaching with Computer*. Athens: Klidarithmos.
- Panagiotakopoulos, C., Pierrakeas, C., Pintelas, P. (2005). *Educational Software Design*. Patras: Hellenic Open University.

EKΠ-102 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-102	SEMESTER	1st
COURSE TITLE	Philosophy of Education: Current Epistemological and Ethical Issues		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Optional; general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr		

LEARNING OUTCOMES

Working independently; production of new research ideas; criticism and self-criticism; production of free, creative and inductive thinking

SYLLABUS

(A) History of Philosophy of Education. (i) Major philosophers of education in Antiquity and the Middle Ages. (ii) Major philosophers of education from Early Modernity through 19th c. (B) Contemporary Philosophy of Education (20th-21st c.). Pragmatism. Phenomenological approaches to Philosophy of Education. Logical positivism, historical relativism, Popper's critical theory. Marxism. The Frankfurt School. Dogmatism, indoctrination, critical thinking. Authority vs. freedom. Cultural imperialism and human rights. Knowledge and violence. Wittgenstein. Deconstructionalism. Postconstructionalism. Postmodern approaches to education.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face	
USE OF ICTS	Yes	
TEACHING METHODS	Activity	Semester workload
	Lectures	21
	Discussion on scholarly articles	9
	Discussion on on-going student papers	9
	Course total	150
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek, Methods of evaluation: essay, Evaluation criteria: Scholarly proper layout, correct understanding of the philosophical doctrines and their historical context, critical assessment of their content.	

ATTACHED BIBLIOGRAPHY

PALMER COOPER J.A. / D.E. COOPER (ed.), *The Routledge Encyclopedia of Educational Thinkers*, New York: Routledge, 2016 (with extensive literature).
 PETERS M.A. (ed.), *Encyclopedia of Educational Philosophy and Theory*, vol. 1-3, Σιγκαπούρη: Springer, 2017 (with extensive literature).
 Related academic journals:
Journal of Philosophy of Education (1967-)

EΚΠ-103 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-103	SEMESTER	1st
COURSE TITLE	History of Education		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Elective - Knowledge acquisition and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr		

LEARNING OUTCOMES

Learning outcomes
The course aims to familiarize the trainees with the theories and the methodologies used in history of education. After completing the course, the students should be able to: <ul style="list-style-type: none"> • acknowledge theories and methodologies used in history of education narrations • frame and articulate queries on educational reformations and theorise about their answers • provide a holistic reflection on educational reformations using a variety of theories, archives and literature of the field.
General Competences
<ul style="list-style-type: none"> • Autonomous work • Decision making • Search, analysis, and synthesis of data and information with the use of the necessary theories and methodologies • Working in an international and interdisciplinary environment • Adapting to new situations

SYLLABUS

The lesson's syllabus is as follows: <ul style="list-style-type: none"> • introduction to theories and methodologies of the history of education • history of the construction of history of education as a research field • history of education and its relations to social and humanities studies • analysis of certain historiography schools • developments in theories and methodologies • postmodernism and the history of education

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (lectures, discussion)	
USE OF ICTS	PowerPoint presentations Learning support using e-class	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Assignments' presentations, discussion	26
	Study and authoring assignments during the lessons	25
	Study and authoring of final assignment	35

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

	Construction of educational scenario based on ICTs	25
	Autonomous study	26
	Course total	150
STUDENT PERFORMANCE EVALUATION	<p>Evaluation language: Greek (and in English if required)</p> <p>Evaluation: A final assignment of a 3.000-4.000 words to be delivered. The focus should be on the research dimension of the course. The assignment would be evaluated as follows: 50% on its methodology, 30% on its analysis and development and 20% on its structure</p> <p>Evaluation' criteria are accessible via e-class.</p>	

ATTACHED BIBLIOGRAPHY

Selected articles and books:

- Collingwood, R.G. (1973) *The idea of history*. London: Oxford University Press
- Foteinos, D. (2018). "Not in the 1968". The Greek university students rebellion in 1973 and its aftermath in the 2015 Greek multi-crisis. In Payà Rico, A., et al (Eds.) (2018). *Globalizing the student rebellion in the long '68*. Salamanca: FahrenHouse, pp. 159-167.
- McCullagh, C.B (2004). *The logic of History –Putting postmodernism in perspective*. London: Routledge.
- Mouzelis, N. (1990). *Post-marxist alternatives*. Basingstoke: The Macmillan Press.
- Oakeshott, M. (1999). *On history*. Indianapolis: Liberty Fund.

EΚΠ-104 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-104	SEMESTER	1st
COURSE TITLE	Teaching students with special needs - Education of Deaf students		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Specialised knowledge, Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/		

LEARNING OUTCOMES

Learning outcomes

The aim of this course is to introduce students to the main philosophical, research, theoretical and practical themes that are currently areas of interest in Special Education in general, and in particular the education of deaf and hard of hearing children. The aim of this course is also to give students the opportunity to study socio-cultural, historical and political factors that form social attitudes and perceptions towards people with disabilities and understand how these factors affect family life, education, communication and the whole development of the deaf children.

Upon completion of the course the students are expected to be able to:

- *Compose their personal perceptions about the education of pupils with special needs.*
- *Compose their personal perceptions about the education of students with hearing problems.*
- *Present theories on the education of pupils with special needs through the study of research, philosophical and theoretical data.*
- *Contrast the conflicting views of experts on the fundamental questions of the industry.*
- *Assess the needs of hearing impaired children through the observation of deaf / hard of hearing children in special schools.*
- *Evaluate the educational needs of students with hearing problems.*
- *Identify the communication problems of students with hearing problems.*

General Competences

Adapting the new situations
 Decision making
 Working independently
 Team work
 Working in interdisciplinary environment
 Project planning and management
 Respect for differences and multiculturalism
 Criticism and self-criticism

SYLLABUS

The content of the course is as follows:

- Introduction to the Science of Special Education and Deaf Education - Terminology. The population of children with special needs. Evaluation, Reasoning, Early Intervention. Population of deaf and hard of hearing children.
- Theoretical and Philosophical Models of Special Education and Child Deaf Education. Medical and Social Model of Disability and the impact of social constructions on the education and rehabilitation of children with special needs and

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

deaf/hard of hearing impaired people.

- Society and Disability. Deaf in Society: Historical Review. Aspects, perceptions and changes.
- The impact of perceptions on the education and life of people with disabilities and deaf people.
- Special Education and Education of the Deaf: Historical Review - The 200 Year War. Modern trends and perceptions.
- Educational needs of deaf children. Communication-language, literacy and academic progress. Models of Education and communication methods.
- Legislation and special education of deaf and hard of hearing children in Greece. Historical data and modern reality.
- Emotional, cognitive and social development of deaf and hard of hearing children.
- Research approaches and practical applications in the education of deaf and hard of hearing children. Modern themes and approaches.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face, study of papers, presentations, applied practices.	
USE OF ICTS	Use of ICT in teaching, in Laboratory Education, in communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	21
	Study and analysis of literature	24
	Writing assignment	38
	Writing assignment presentation	18
	Practice	12
	Autonomous study	34
	Evaluation	3
	Course total	150
STUDENT PERFORMANCE EVALUATION	<p>Critical analysis of journal articles. The articles will be offered to students by the student or they can be selected by the students in collaboration with the teacher. Students will present two papers that will be presented publicly in the course.</p> <p>Active participation in the 10% Presentation of works 20% Written assignment assessment 70%.</p>	

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- Cargiulo, R.M. (2009). *Special Education in Contemporary Society – An Introduction to Exceptionality*. SAGE Publications, Inc..
- Heaward W. L., (2011). *Παιδιά με Ειδικές Ανάγκες* (Επιστ. Επ. Δαβάζογλου, Α, Κόκκινος, Κ.). Αθήνα: Εκδόσεις Τόπος.
- Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (1997). *Educating Exceptional Children*. Houghton Mifflin Company.
- Κποορς, Η., and Marschark, Μ (2015). *Διδασκαλία κωφών και βαρηκόων. Αναπτυξιακή και ψυχολογική προσέγγιση* (επιστ. Επιμέλεια, Λαμπροπούλου, Β., Οκαλίδου, Α., και Χατζηκακού, Κ.). Αθήνα: Εκδόσεις Ελληνικά Γράμματα.
- Λαμπροπούλου, Β. (Επ.) (1999). *Εκπαίδευση και Κωφό Παιδί*. 3ο Εκπαιδευτικό Πακέτο Επιμόρφωσης, Πρόγραμμα ΕΠΕΑΕΚ, Πάτρα: Π.Τ.Δ.Ε. Πανεπιστημίου Πατρών.
- Λαμπροπούλου, Β., Χατζηκακού, Κ., και Βλάχου, Γ., (2003). *Η Ένταξη και η Συμμετοχή των Κωφών/Βαρηκόων Μαθητών σε Σχολεία με Ακούοντες Μαθητές*. Μονάδα Αγωγής Κωφών, Πανεπιστημίου Πατρών: Πάτρα
- Lewis, R.B. & Doorlag D.H. (2006). *Teaching Students with Special Needs in General Education Classrooms*. Pearson Education Inc.
- Marschark, Μ, and Spencer, Ρ., Ε. (2003). *Deaf Studies, Language, and Education*. New York: Oxford University Press.
- Marschark, Μ., Lang, Η, G, and Albertiny, J. Α. (2002). *Educating Deaf Students. From Research to Practice*. New York: Oxford University Press.
- Moores, D and Miller, S. (2009). *Deaf People around the World*. Washington, D.C : Gallaudet University Press.
- Oliver, Μ. ((2009). *Αναπηρία και Πολιτική*. Αθήνα: Επίκεντρο.
- Pierangelo, Ρ. & Giuliani, G.A. (2009). *Assessment in Special Education – A Practical Approach*. Pearson Education Inc.
- Sheridan, Μ. (2001). Inner Lives of Deaf Children Interviews and Analysis*. Washington, D.C.: Gallaudet University Press.

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

Winzer, M, A, and Mazurek, K. (2000). Special Education in the 21st Century: Issues of Inclusion and Reform.

Washington, D.C : Gallaudet University Press.

Ζωνίου-Σιδέρη, Α. (Επ.). (2000). *Ένταξη: Ουτοπία ή Πραγματικότητα*; Αθήνα: Ελληνικά Γράμματα.

- *Related academic journals:*

The Journal of Special Education

British journal of Special Education

Journal of Research in Special Educational Needs

European Journal of Special Needs Education

Θέματα Ειδικής Αγωγής

Journal of Deaf Studies and Deaf Education

Deafness and Education International

American Annals of the Deaf

The Volta Review

EΚΠ-105 COURSE OUTLINE**GENERAL**

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-105	SEMESTER	1st
COURSE TITLE	Multicultural mathematics		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
	3		6
COURSE TYPE	Knowledge acquisition, skills development		
PREREQUISITE COURSES	There are not prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Teaching may be however performed in English in case of foreign students attend the course.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr		

LEARNING OUTCOMES

Learning outcomes
<p>Developing Multiple Historical Perspectives Developing Cultural Consciousness Increasing Intercultural Competence Combating Racism, Prejudice, and Discrimination Developing Awareness of the State of the Planet and Global Dynamics Developing Social Action Skills</p> <p>More focused for maths:</p> <p>«Content integration». The first dimension of multicultural mathematics identifies diverse cultural contributions to mathematics. This dimension is important because so many people view mathematics as Eurocentric.</p> <p>«Knowledge construction». It also to the process whereby individual students construct knowledge for themselves. In mathematics classes, teachers can help students understand that even though there are certain elements of mathematics that are universal there are differences in the ways diverse cultural groups view some of the major aspects of mathematics.</p> <p>"Prejudice reduction." Positive attitudes toward different cultural groups can be encouraged by using mathematics to study social or cultural issues. Statistical data can reveal and dispel stereotypes and myths that affect cultural groups. A critical understanding of numerical data prompts individuals to question taken-for-granted assumptions about how society is structured and enables them to act from a more informed position on societal structures and processes</p> <p>"Equitable pedagogy." Teachers understand and accept that learning styles are baseline essentials for providing educational equity in the classroom.</p> <p>"Empowering school culture and social structure." Some of the variables considered here are grouping practices, social climate, assessment practices, participation in extracurricular activities, etc</p>
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Showing social, professional and ethical responsibility and sensitivity to gender issues • Criticism and self-criticism

- Production of free, creative and inductive thinking

SYLLABUS

During the course, the teaching of mathematics from a multicultural perspective is discussed. Mathematics does not appear to be a promising subject for multicultural education, because mathematical truths are universally valid. However, all cultures produce mathematical ideas, just as they produce different languages and social systems. To recognize and value the cultural heritage of minority students helps build their confidence and self-esteem, as it helps overcome the Eurocentric bias relating to the origins and practice of mathematics. A multicultural approach to mathematics requires acknowledging the history of mathematics and recognizing the social and political values that shape the mathematics curriculum

During the first two courses we present a rationale for a multicultural approach to teaching mathematics. Mathematics teachers are encouraged to consider the use of culture-based alternative algorithms. They should recognize that several methods can be used to solve a problem other than standard paper-and-pencil computations. Alternative algorithms for addition, subtraction, multiplication and division are proposed. The third course aims to show, through brief examples, how such an approach can be applied to any school curriculum. The next four courses discuss, in greater detail, selected topics in elementary arithmetic, algebra, geometry, and statistics. Finally, The activities and games have their roots in different parts of the world. They can bring the vitality of ethnic and cultural diversity into the mathematics curriculum, and can enhance the background of the ethnically "different" child and expose children to the ethnic heritage of others.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In person (lectures, lab practice/in the case games, demonstration, discussion).	
USE OF ICTS	Lesson presentations with PowerPoint presentations. Use of appropriate website. Support of the learning process through the e-class online platform.	
TEACHING METHODS	Activity	Semester workload
	Lectures	30
	Laboratory Practice	20
	Individual Investigation and presentation	50
	Autonomous study	50
	Course total	150
STUDENT PERFORMANCE EVALUATION	Evaluation language: Greek (and English for Erasmus students) Evaluation:.. <ul style="list-style-type: none"> • Written final examination (50% of the grade). • Written work/Art interpretation (50%) of the grade 	

ATTACHED BIBLIOGRAPHY

Σταθοπούλου, Χ. (2005). Εθνομαθηματικά: διερευνώντας την πολιτισμική διάσταση των μαθηματικών και της μαθηματικής εκπαίδευση, Ατραπός, Αθήνα.

- Selected articles from web and journals.
- Lecture notes

EKΠ-106 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-106	SEMESTER	1st
COURSE TITLE	SPECIAL ISSUES ON TEACHING OF LITERATURE: COMPARATIVE LITERATURE AND INTERCULTURAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Elective, <u>Specialized general knowledge</u> : Comparative Literature, Intercultural Education		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1566/		

LEARNING OUTCOMES

Learning outcomes

After completing the course the students should be able to:

1. Have assimilated the conceptual principles of Comparative Literature in its interrelationship with Intercultural Education.
2. Have a wide overview of the history of modern Greek children's and young adult literature.
3. Know in detail the content of works of reference of modern Greek and European literature in which the “other” / foreigner is represented.
4. Have become familiarized with the specialized bibliography, as well as with the main questions of the scholarly approach to literary texts (indicatively: to situate the literary work in its historical frame, to define its particular thematic and formal characteristics, to interpret it critically).
5. Combine the tools of scholarly interpretation with those of systematic teaching.

General Competences

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

1. Search for, analysis and synthesis of data and information, with the use of the necessary technology.
2. Working independently
3. Working in an international environment
4. Working in an interdisciplinary environment
5. Production of new research ideas
6. Respect for difference and multiculturalism
7. Showing social, professional and ethical responsibility and sensitivity to gender issues
8. Production of free, creative and inductive thinking.

SYLLABUS

The objective of this course is to propose a set of principles for the systematic study and teaching of modern Greek and European literary texts in which the “other” / foreigner is represented. Within this context: the definition of Comparative Literature –the closest to this topic area of literary studies– is presented, and its dialogue with cultural studies is examined. Particular attention will be given here to cultural imagology, i.e. the systematic investigation of the ways in which the “other” / foreigner is represented in the literary work. The content of the course is organized, more precisely, in the following sections:

- I. General Introduction: Definition of the object of study, the primary concepts, questions of terminology.

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

II.	Investigation of the main aspects of the philological study, proposition of a method of interpretation which is adapted to the special subject of the course and can be applied in teaching.
III.	Interpretative analysis of works of children’s and young adult, <i>inter alias</i> , literature, which refer to issues of interculturality.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (series of lectures, extensive dialogue)	
USE OF ICTS	Use of the upatras eclass e-learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	3x13=39
	Preparation for each lecture with study of literary texts	2x13=26
	Preparation for the final written assignment	85
	Course total	150
STUDENT PERFORMANCE EVALUATION	Written assignment which aims at the systematic interpretative analysis of one, at least, specially selected literary work. The language of evaluation is Greek. Evaluation criteria are available via the upatras eclass e-learning platform.	

ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Abatzopoulou, Fr., «Literature and Imagology», in <i>The persecuted Other. The Image of the Jew in Literature. Questions of History and Fiction</i> (in Greek), Athens, Themelio, 1998, p. 239-265. • Anagnostopoulou, D., «Literature and Alterity. The Concept and the Image of the Other and the Different in Literary Narratives for Children», in <i>Representations of the Female in Literature</i> (in Greek), Athens, Patakis, 2007, p. 361-373. • Apostolidou, V., Kaplani, V. and Hontolidou, E. (ed.), <i>Reading Literature at School... A New Teaching Proposition</i> (in Greek), Athens, Typotheto, 2002. • Bassnett, S., <i>Comparative Literature: A Critical Introduction</i>, Oxford, Blackwell, 1993. Συγκριτική γραμματολογία. Κριτική εισαγωγή (Greek translation of <i>Comparative Literature: A Critical Introduction</i>, Oxford, Blackwell, 1993), Prologue, edition and epilogue by D. Tziovas, Athens, Pataki, 2000. • Kalogirou, G. and Lalayianni, V. (ed.), <i>Literature at School. Theoretical Approaches and Teaching Practices in Elementary Education</i> (in Greek), Athens, Typotheto, 2005. • Kanatsouli, M., <i>Ambiguities of Children’s Literature. Between Greekness and Multiculturalism</i> (in Greek), Athens, Sinchroni Orizontes, 2002. • Lalagianni, V., «From Exclusion to Familiarity: The Question of Otherness in Contemporary Greek Literature for Young Readers», <i>Neohelicon</i> XXXVI (2009), p. 55-64. • Tsilimeni, T. (ed.), <i>Contemporary Greek Children’s – Young Adult Novel</i> (in Greek), Athens, Sinchroni Orizontes, 2004. • Tziovas, D., «Comparative Literature and Interculturalism», epilogue to the Greek translation of Bassnett, <i>op. cit.</i>, p. 256-270. • <i>Texts</i> (Children’s Literature Online Journal) 9 (July 2009). Special Issue: «Black and White: Racism in the Contemporary Book for Children».

COURSES' OUTLINE – 2nd SEMESTER COMPULSORY

ΕΚΠ-211 LESSON OUTLINE

COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-211	SEMESTER	2nd
COURSE TITLE	APPLIED STATISTICS IN HUMANITIES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Laboratory Exercises	3	6	
COURSE TYPE	Compulsory course - acquiring Knowledge & developing skills		
PREREQUISITE COURSES	General computer use knowledge		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1554/		

LEARNING OUTCOMES

Learning outcomes
<p>The course aims to provide an understanding of the core concepts of statistical analysis of both qualitative and quantitative data. Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Utilize appropriate/proper computer software for coding, importing and controlling data. • Modify data files and recode variables for statistical analysis. • Use the appropriate statistical tests to describe the distribution of a data set for one or more variables. • Use the appropriate statistical tests to describe the relationship between two or more variables. • Use appropriate statistical tests to infer properties of a population from a sample. • Analyze how we can (statistically) examine the effects of an independent variable(s) on a dependent variable. • Understand how Factorial Analysis (Exploratory and Confirmatory) is used to build indicators (factors) from existing variables (Basic Knowledge and Skills). • Describe how to analyze qualitative data according to current theoretical and practical trends. • Use the appropriate software for quantitative data analysis and suggest the appropriate way of reporting statistical findings. • Use the appropriate software for qualitative data analysis and suggest the appropriate way of reporting statistical findings.
General Competences
<ul style="list-style-type: none"> • Autonomous/individual work. • Decision making. • Searching, analyzing and synthesizing/merging data and information, using the necessary technologies. • Working in an international and an interdisciplinary environment. • Exercising of criticism and self-criticism.

- Adapting to new situations.

SYLLABUS

The course consists of the following modules:

- Descriptive Statistics - Frequency distributions & Measures of central tendency and dispersion.
- Descriptive Statistics - Research hypothesis testing and presenting research data findings (Tables - Charts).
- Inferential Statistics - Selecting a statistical test.
- Inferential Statistics - Parametric test (t-test, Anova, Correlation, Regression).
- Inferential Statistics - Non-parametric tests (x², McNemar, Mann-Whitney U Test, Wilcoxon tests, Kruskal-Wallis ANOVA, Friedman, Correlation, ...).
- Qualitative Data Analysis - Basic concepts of Qualitative Data Analysis, Coding Qualitative Data, Assigning Categories - Properties - Values, Designing Analysis Procedures, Visualization of Results.
- Using computer and software to import, analyze, and process empirical quantitative data.
- Using computer and software to import, analyze, and process empirical qualitative data.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (Lectures, Laboratory Exercises, discussion, presentation/demonstration).	
USE OF ICTS	PowerPoint presentation lectures. Seminars and laboratory lessons including the use of digital research applications and computer software. Supporting learning process through e-class platform.	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Discussions, demonstrations, essays' presentations	26
	Studying and writing up individual essays	24
	Studying and writing up final essay	9
	Seminars	39
	Independent/autonomous study	39
	Course total	150
STUDENT PERFORMANCE EVALUATION	<p>Language of assessment: Greek (and English for foreign students)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Weekly written assignments, study and presentation in peer working groups or/and individually during the semester (65% of the final grade). • Final written individual assignment (35% of the final grade). <p>The evaluation criteria are explained in detail to students through the e-class platform.</p>	

ATTACHED BIBLIOGRAPHY

- Andy, F. (2016). *Η διερεύνηση της Στατιστικής με τη Χρήση του SPSS της IBM*. Αθήνα: Προπομπός.
- Παναγιωτακόπουλος, Χ. Σαρρής, Μ. (2015). *Η Εκπόνηση μιας Επιστημονικής Εργασίας με τη Χρήση των ΤΠΕ. Μία ολοκληρωμένη προσέγγιση*. Αθήνα: Εκδόσεις ΙΩΝ.
- Bluman, A.G. (2011). *Elementary Statistics - A Step by Step Approach* (8th Edition). Boston: McGraw-Hill.
- Mann, P.S. (2010). *Introductory Statistics* (7th Edition). NJ: Wiley & Sons.
- Johnson, B., Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed*

approaches. CA: Sage Publications.

- Ezzy, D. (2002). *Qualitative Analysis: Practice and Innovation*. London: Routledge.
- *Εγχειρίδια χρήσης και λειτουργίας του λογισμικού ανάλυσης ποιοτικής μορφής δεδομένων NVivo*.

EΚΠ-212 COURSE OUTLINE**GENERAL**

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ_212	SEMESTER OF STUDIES	2nd
COURSE TITLE	Psycholinguistics		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
COURSE TYPE	Scientific area		
PREREQUISITE COURSES	Child and Adolescent Development		
TEACHING AND ASSESSMENT LANGUAGE			
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBPAGE (URL)	https://eclass.upatras.gr		

LEARNING OUTCOMES**Leraning outcomes**

After completing the course, students are expected to:

- Demonstrate knowledge of the major theoretical debates and key results within the field of psycholinguistic research;
- Have understood how humans learn, understand and use languages;
- Think critically about research: read articles, review the literature, and to summarize research in writing;
- Be familiarized with the various methodologies available to address research questions in psycholinguistics;
- Possess scientific writing skills;
- Be able to write an original research proposal grounded on a review of relevant literature;
- Be able to formulate specific research questions about how people process language and sketch experimental designs to investigate these questions;
- Be able to design and conduct experiments as well as analyse the results from them.

General Abilities

Search for, analysis and synthesis of data and information with the use of the necessary technology
 Working independently
 Team work
 Working in an interdisciplinary environment
 Criticism and self-criticism

COURSE CONTENT

This course in Psycholinguistics provide students with a detailed foundation in the key theories and questions in psycholinguistics as well as some practical training in the techniques, methodologies, and quantitative analysis methods associated with this field. Furthermore, students will be asked to apply their skills and knowledge to psycholinguistic data and perform original research on some aspect of language processing. Topics studied in this course include: Human language processing (processing of sounds, words and sentences). The mental representation of language. First and second language acquisition. High linguistic capacities and linguistic difficulties. Different kinds of language disorders (problems in phonology, grammar, semantics and pragmatics). The relevance of data from human language processing to our understanding of the nature of language. The relevance of data from human language processing to our exploring of how human mind functions.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Face-to-face lectures, class discussion, practical training, class discussions, workshop-style pair work and group work during class meetings. Students are encouraged to develop study groups where feasible, to use flexible grouping, with individual, paired, and small group cooperative learning to reinforce the importance of teamwork.	
USE OF ICTS		
TEACHING ORGANIZATION	Teaching Method - Semester workload	
	Face Face-to-face teaching (lectures), class discussions, workshop-style pair work and group work during class meetings.	
	Power point presentations, Use of internet, Use of relevant web sites, Use of e-class electronic platform	
	Activity	Semester workload
	Face-to-face lectures	39
	Laboratory practice	22
Independent study	86	
Assessment	3	
Total	150	
STUDENT ASSESSMENT	<p>Evaluation will be based on a paper presentation, a term paper and a research proposal. Students' course grade will be calculated as follows: 20% Paper presentation 40% Final essay 30% Final Research Proposal <u>A PowerPoint Presentation of a research article.</u> Each student will be required to select a research article and present a critical review of that article. The critical review should include a brief summary of the research (including research questions, methods, results, conclusions) and a critique of the methods and conclusions. <u>Final assignment: Students are expected to write a final assignment.</u> This assignment must be 10-15 pages in length, and must address the synthesis of 3 research papers selected by themselves. Students will be required to critically discuss the selected papers considering and integrating material from the lectures and the supplemental readings that were made available in the course. <u>Final Research Proposal.</u> At the end of the course, students are required to submit a paper in which they propose a research project outlining one or more original experiments. Their proposal should address one of the topics addressed in class and should be an outgrowth of a literature review. The literature review will lead them to identify a question that has not yet been addressed or fully resolved in the literature. Their proposal will include a brief description of the method and</p>	

	experimental design they would use to investigate this question. Actually collecting data is outside of the scope of this project.
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RECOMMENDED LITERATURE

Carroll, D. (2008). Psychology of Language. Thomson Wadsworth.

Field, J. (2004). Psycholinguistics. The key concepts. Routledge

Fletcher, P & MacWhinney, B. (2004). The handbook of Child Language. Blackwell publishing.

MacWhinney, B. (2009). The emergence of language. Taylor & Francis& Taylor.

Tomasello, M. & Bates, E. (2001). Language Development: The Essential Readings. Blackwell Pub.

Traxler, M. & Gernsbacher, M-A. (2006). Handbook of Psycholinguistics. Elsevier/Academic Press.

Journals

- Journal of Psycholinguistic Research
- Applied Psycholinguistics
- Journal of Memory and Language
- Cognitive Development
- Journal of Learning Disabilities

Reading and Writing: An interdisciplinary journal

EΚΠ-213 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-213	SEMESTER	2nd
COURSE TITLE	Socio-cognitive processes of learning		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Obligatory course: Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	Cognitive neuroscience		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1481/		

LEARNING OUTCOMES

Learning outcomes

The course aims at enabling students to understand the nature of learning. Students will be able to build self-regulating learning programs to achieve the goals they set and, in accordance, to help their students with learning abilities and learning difficulties do the same. More specifically, students are expected to acquire and apply knowledge regarding:

- the principles of traditional learning theories and conditioning in developing positive forms of behavior and avoiding negative ones as for primary and secondary students with learning abilities and learning difficulties;
- the instinctive processes governing behavior; the biological processes and instincts enhancing or impairing learning; the cognitive processes such as attention, perception, encoding and memory along with the expectations deriving from previous knowledge influencing the process of learning of primary and secondary students with learning abilities and learning difficulties;
- the role and use of language, as a mediator in shaping learning and behavior of primary and secondary students with learning abilities and learning difficulties.

Students will be able to identify the role of metacognitive experiences, metacognitive knowledge and metacognitive strategies in self regulating learning and will be able to build programs securing the achievement of the goals set in advance for primary and secondary students with learning abilities and learning difficulties.

General Competences

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

SYLLABUS

This course is designed to provide students with a thorough review of what is known about the ways that learning can take place and a presentation of the views and theories based on detailed studies about the processes and complexities

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

involved in learning. Learning refers to individual's gaining knowledge, developing understanding and acquiring skills. All theories and empirical studies on learning will be thoroughly presented for typical students and more specifically for students with learning abilities and learning difficulties.

The topics of the course includes:

A. Cognitive approach

The biological neuro-physiological basis of observational learning

Biology of cognition – Gestalt psychology – Information process model

Attention, perception, encoding, memory, and previous knowledge towards acquiring new one

Social cognition – Conclusion deduction

B. Language and Thought

The qualitative change in the conceptions of knowledge and processes of learning as affecting the approaches of studying and acquiring new knowledge

C. Behavioral approach

Behaviorist approaches about learning as to theory, research and application during the last century

Operant conditioning – Social learning

D. Metacognitive processes in learning and teaching

Goal setting and learning motivation and self-efficacy

Theoretical perspectives and instructional practices on motivation in relation to learning

Metacognitive knowledge, metacognitive experience, metacognitive strategies

Research on affect and social behavior benefited from related fields of cognition, learning and neuropsychology.

Self-regulation and self-regulating learning

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face	
USE OF ICTS	Use of powerpoint in teaching Video display for theory applications Use of e-class platform to support students' study of bibliography	
TEACHING METHODS	Activity	Semester workload
	Lectures, Interactive teaching	26
	Seminars	13
	Study and analysis of bibliography	80
	Laboratory practice	11
	Essay writing	20
	Course total	150
STUDENT PERFORMANCE EVALUATION	The evaluation procedure consists of: <ul style="list-style-type: none"> • weekly written essays on applying theory presented previously (30%) • mid-term written exams covering the readings and lectures respective to the concepts and theories presented. Students' understanding of the terminology, grasp of concepts, knowledge in support of these concepts and ability to integrate these concepts and apply them to novel situations are tested . (30%) • written essay on a topic related to metacognitive processes and self-regulating learning (40%) 	

ATTACHED BIBLIOGRAPHY

Anderman, E. M., & Anderman, L.H. (2010). *Classroom motivation*. Pearson Education, Inc.

Doll, B., Brehm, K. & Zucker, S., (2014). *Resilient classrooms: Creating healthy environments for learning*. The Guilford Press.

Entwistle, N. (2007). Conceptions of learning and the experience of understanding: Threshold, contextual influences, and knowledge objects. In S. Vosniadou, A. Baltas, and Xenia Vamvakoussi (Eds.), *Reframing the conceptual change approach in learning and instruction pp. 123-143*. Elsevier. Ltd.

Eysenck, M. W. (2010). *Cognitive psychology: A student's handbook*. Psychology Press.

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- Forgas, J. P. (2005). Research on affect and social behavior: Links to cognitive, learning, and neuropsychology. In Paul A. M. Van Lange (Ed.), *Bridging social psychology. Benefits of transdisciplinary approaches*. Lawrence Erlbaum Associates, Inc.
- Forgas, J.P., Baumeister, R.F., & Tice, D.M. (2009). *Psychology of self-regulation: Cognitive, affective, and motivational processes*. Psychology Press.
- Jonassen, D., & Land, S. (2012). *Theoretical foundations of learning environments*. NY: Taylor & Francis
- Klein, S. B. (2015). *Learning. Principles and applications*. SagePublications Inc.
- Olson, M.H., & Hergenhahn, B.R. (2013). *An introduction to theories of learning*. Taylor & Francis.
- Packer, M. J., & Goicoechea, J. (2000). Sociocultural and constructivist theories of learning: Ontology, not just epistemology. *Educational Psychologist*, Volume 35, (4), 227-241.
- Schunck, D. H., Meece, J. L. & Pintrich, P. (2012). *Motivation in education: Theory, research, and applications*. Pearson.
- Zimmerman, B.J., & Schunk, D.H. (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*. Lawrence Erlbaum Associates.

EKP-214 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EKP-214	SEMESTER	2nd
COURSE TITLE	Learning Potentials and Learning Difficulties: Conceptual, theoretical and diagnostic issues		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Specialized knowledge Skills development		
PREREQUISITE COURSES:	Methodology of research in Psychology/Social sciences.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1555/		

LEARNING OUTCOMES

Learning outcomes
<p>Postgraduate students are expected by the end of the course:</p> <ul style="list-style-type: none"> to understand main assessment issues in terms of Learning Potentials (LI) and Learning Disabilities (LD). to interpret theoretical models and learning theories on LI and LD. to understand intelligence issues in terms of LI and LD. to understand international orthographies in terms of LI and LD. to understand motivational/learning style issues in terms of LI and LD. to understand diagnostic issues in terms of LI and LD. to understand intervention issues in terms of the management of LI and LD in school settings.
General Competences
<p>Search for, analysis and synthesis of data/information via print/e-sources Production of free, creative and inductive thinking Working independently/Team work Working in an international/interdisciplinary environment Ability for creativity and applied thinking</p>

SYLLABUS

<p>Syllabus topics are the following:</p> <p>Conceptual issues on Learning Potentials (LI) and Learning Difficulties (LD). Theoretical models on LI and LD. Learning theories and their relationship with LI and LD. Intelligence and its relationship with LI and LD International orthographic systems and LI and LD Motivation/learning style and LI and LD Diagnostic issues and LI and LD. Early indicators/predictors for LI and LD. Early Intervention. Psychometric vs. Educational Assessment. Labeling issues and management of LI and LD in the school environment.</p>

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face. Invited lectures via skype. The following invited lectures are programmed for spring term 2018-2019: 1. Stavroula Stavrakaki, Associate Professor of Neurolinguistics, Aristoteleion University of Thessaloniki with the topic " <i>Neurodevelopmental language disorders with emphasis on Specific Language Disorder (LSI)</i> ". 2. Eudokia Pittas, Lectures in Master in Special Educational Needs, University of Nicosia, Cyprus with the topic "Educational interventions for Learning disabilities in language".	
USE OF ICTS	Lectures via power-point. Educational material via e-class. Communication with students via e-class/e-mail.	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Autonomous Study	43
	Written essay	68
	Course total	150
STUDENT PERFORMANCE EVALUATION	Written essay based on bibliography/research (100%) or Written essay based on bibliography/research (70%) and presentation in the class of a research scientific paper (30%). Assessment language: Greek Assessment criteria available via e-class	

ATTACHED BIBLIOGRAPHY

Blachman, B. (1997). *Foundations of reading acquisition and Dyslexia*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Turner, N. & Rack, J. (2005). *The study of Dyslexia*. Boston, MA: Springer Science.

Snowling, M. J. (2000). *Dyslexia*. Oxford, U.K.: Blackwell Publishers.

Turner, M. (1997). *Psychological assessment of dyslexia*. London, U.K.: Whurr Publishers.

Portfolio entailing English and Greek research scientific papers.

EΚΠ-215 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-215	SEMESTER	2nd
COURSE TITLE	SCHOOL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures & Laboratory Exercises	3	6	
COURSE TYPE	Specialised general knowledge		
PREREQUISITE COURSES:	Psychology of children and adolescents		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion, students should be able to:</p> <ul style="list-style-type: none"> comprehend the activities of School Psychology recognize counselling and psychological services in the school community understand the role of all involved parties (psychologists, teachers, social workers) in the provision of psychological and counselling services in the schools. understand the legal framework of Special Education and the provision of support services in the Greek educational system. comprehend the available services of evaluation and support of students with specific learning disabilities and specific learning abilities.
General Competences
<p>Respect for difference and multiculturalism Adapting to new situations Decision making Working in an interdisciplinary environment</p>

SYLLABUS

<p>The course consists of the following modules:</p> <ul style="list-style-type: none"> History of Psychology and the Division of School Psychology Greek Legislation on Special Education and the Provision of Support Services in the Greek Educational System; Provision of psychological and counselling services in the schools; The cooperation and the roles of all parties involved in the school community and the process of support (educational, emotional, psychological) towards students.
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face, laboratory exercises using eclass,
USE OF ICTS	Powerpoint presentations, exercises through eclass, literature research in online databases and libraries

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	33
	Laboratory exercises	24
	Independent study	90
	Evaluation	3
	Course total	<i>150</i>
STUDENT PERFORMANCE EVALUATION	Student evaluation will be achieved via a final written exam and the grades earned in projects and term papers students submit during class.	

ATTACHED BIBLIOGRAPHY

Suggested bibliography:
 Hatzichristou, C. (2011). Introduction to School Psychology. Athens: Gutenberg Pub. (in Greek).
 Hatzichristou, C. (2011). Social and Emotional Education Programme in the Schools. Athens (in Greek)
- Related academic journals:
 Journal of School Psychology
 School Psychology International
 Psychology in the Schools
 Journal of Educational Psychology
 British Journal of Educational Psychology

EΚΠ-217 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-217	SEMESTER	2nd
COURSE TITLE	Psychological Dimensions of Inequality and Diversity		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
	3		6
COURSE TYPE	Special background, specialized general knowledge, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PDE1559/		

LEARNING OUTCOMES

Learning outcomes
<p>After having completed this course students will be able to understand and appreciate the culture-related diversity in ways of thinking, feeling, and behaving that is found among humans and to examine the extent to which the theories, principles, and knowledge of the modern discipline of psychology are universally applicable to humans. The students will have comprehended that culture is the field within which ideological, political, financial and counterbalancing forces are activated and in which handling multiculturalism is a constant challenge. The students will have been acquainted with the cognitive, emotional and behavioral dimensions of cultural diversity and inequality.</p> <p>Specifically, students are expected to:</p> <ul style="list-style-type: none"> • develop their cultural awareness as they will examine the ways in which the cultural factors shape the beliefs, attitudes and behaviors of the individuals either belonging in the host population or immigrant minorities • develop their cultural empathy, as they will comprehend the immigrant minority groups members' way of thinking through viewing their own way of thinking as product of their own culture • identify cultural diversity and inequality not only among cultures but also within their own ethnic culture • identify the steps, the characteristics and the consequences of the cross-cultural interaction and adjustment either in cases of intra country immigration or in cases of foreign immigrants/refugees • identify how culture affects the individuals' attitudes, values, attributions to various forms of behavior and vice versa so that students' cross-cultural interactions are eased • to know the universal power of inter-gender differences, personality and emotional Expression
General Competences
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Decision-making</p> <p>Working independently</p> <p>Working in an international environment</p> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

SYLLABUS

The course aims at studying the relationship between cultural context and the social minority individual's overt (actions

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

and responses) and covert (beliefs, attitudes, emotions) behavior. The study of the psychological importance of cultural differences has increased recently. This course examines the psychological implications of cultural differences and of contact among members of different cultures. It considers the role which psychological research and theory as deriving from the most extended pool of findings can play in advancing cross cultural understanding of diversity and inequality. The topics to be addressed are:

1. Cross-cultural Psychology
Social Psychology and minorities, diversity, inequality, human rights
2. Values across cultures
The concept of culture in cross-cultural research, psychological dimensions in comparing cultures
3. Socialization and culture
Human development in different cultures, motives, need for achievement: cross-cultural similarities
4. Social cognition and social interaction
Function of social cognition, social representations, stereotypes, applications in cross-cultural interaction between minorities, attribution theory, features of interaction between minorities
5. Self and identities
Personal and social identity, ethnic and national identity, social comparison theory and social categorization theory, acculturation
6. Cross-cultural adjustment
Consequences of cross-cultural adjustment, adjustment strategies of immigrants
7. Multicultural societies
Minority intergroup relations, intergroup interaction between immigrants and host population, diminishing prejudice, hyper-ethnic groups

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face	
USE OF ICTS	Use of powerpoint in teaching Video display for theory applications Use of e-class platform to support students' study of bibliography	
TEACHING METHODS	Activity	Semester workload
	Lectures, Interactive teaching	26
	Seminars	13
	Study and analysis of bibliography	80
	Laboratory practice	11
	Essay writing	20
	Course total	150
STUDENT PERFORMANCE EVALUATION	<p>The evaluation procedure consists of:</p> <ul style="list-style-type: none"> • weekly written essays on applying theory presented previously (30%) • mid-term written exams covering the readings and lectures respective to the concepts and theories presented. Students' understanding of the terminology, grasp of concepts, knowledge in support of these concepts and ability to integrate these concepts and apply them to novel situations are tested (30%) • written essay on a topic related to cultural diversity and inequality (40%) 	

ATTACHED BIBLIOGRAPHY

- Goldstein, S. (2008). *Cross-cultural explorations: Activities in culture and psychology*. Allyn & Bacon.
- Matsumoto, D., & Juang, L. (2008). *Culture and psychology*. Thomson Wadsworth.
- Shiraev, E. B. & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications*. (επιμ.) Βασίλης Παυλόπουλος. Διαπολιτισμική Ψυχολογία: Κριτική σκέψη και Εφαρμογές. Πεδίο.
- Shiraev, E. B. and Levy, D. A. (2007). *Cross-cultural psychology: Critical thinking and contemporary applications*. Allyn & Bacon.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: Living and*

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- working in a changing world*. Sage.
- Tajfel, H. (1982). *Social identity and intergroup relations*. Cambridge: Cambridge University Press.
- Trimble, J. E. (2000). Social psychological perspectives on changing self-identification among American Indians and Alaska Natives. In R. H. Dana (Ed.), *Handbook of Cross-Cultural and Multicultural Personality Assessment*, (pp. 197-222). Mahwah, NJ: Lawrence Erlbaum Associates.
- Weinreich, P., & Saunderson, W. (Eds.). (2003). *Analyzing identity: Cross-cultural, societal and clinical contexts*. New York: Routledge. :
- Weinreich, P. (1986). The operationalisation of identity theory in racial and ethnic relations. In J. Rex and D. Mason (Eds.), *Theories of race and ethnic relations* (pp. 299-320). Cambridge, England: Cambridge University Press.
- Smith, P. B., & Bond, M. H. (2005). *Διαπολιτισμική Κοινωνική Ψυχολογία*. (Επιμ. Έκδ.) Αντωνία Παπαστυλιανού. Αθήνα: Gutenberg
- Παπαστυλιανού, Α. (2005). *Διαπολιτισμικές διαδρομές: Παλιννόστηση και ψυχοκοινωνική προσαρμογή*. Αθήνα: Gutenberg
- Cheung, Y. W. (1993). Approaches to ethnicity: Clearing roadblocks in the study of ethnicity and substance abuse. *International Journal of Addictions*, 28(12), 1209-1226.
- Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin*, 108, 499-514.
- Phinney, J. (2000). Ethnic identity. In A. E. Kazdin (Ed.), *Encyclopedia of psychology, volume 3*. (pp. 254-259). New York: Oxford University Press.
- Phinney, J. (2003). Ethnic identity and acculturation. In K. Chun, P. B. Organista, & G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp.63- 81). Washington, DC: American Psychological Association.
- Simpson, J. A., & Weiner, E. S. (1989). *The Oxford English dictionary* (2nd ed., Vol. VII). Oxford: Clarendon Press.
- Sollars, W. (1996), *Theories of ethnicity: A classical reader*. New York: New York University Press.
- Strauss, A. L. (1959). *Mirrors and masks: The search for identity*. Glencoe, IL: Free Press.

EΚΠ-218 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-218	SEMESTER	2nd
COURSE TITLE	Sociology of Education and Educational Policy on Inclusion.		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Specialized General Knowledge.		
PREREQUISITE COURSES:	Efficient advanced level of knowledge of Sociology Sociology of Education and Educational Policy knowledge. Use of Research Methodology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English, French.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	eclass.upatras.gr		

LEARNING OUTCOMES

Learning outcomes
<p>After ended module students should accomplish:</p> <ol style="list-style-type: none"> advanced knowledge of sociology of education and educational policy related to "inclusion". develop dexterities that refer to a specialized capability of managing complex and unpredictable "inclusion" problems within an innovative and creative framework. the capability of managing complex situations or action research projects taking responsibility and managing groups to face inclusion issues and challenges. <p>Finally, students will be encouraged to develop their own analyses and to present complex scholarly work in a coherent and accessible manner.</p>
General Competences
<ul style="list-style-type: none"> 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, Respect for difference and multiculturalism, Criticism and self-criticism, Production of free, creative and inductive thinking, <i>Working in an interdisciplinary environment.</i>

SYLLABUS

<p>The syllabus content is designed in two analytical and methodological frameworks :</p> <ol style="list-style-type: none"> Inclusion issues from the perspective of the sociology of education (analyzes, interpretations, examples) Educational inclusion policies (analyzes, interpretations, examples)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face, lectures, study groups.
USE OF ICTS	ppt, eclass,spss.

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

TEACHING METHODS	Activity	Semester workload
	Seminar on issues of sociology of education	15h
	Seminar on issues of Educational Policies	15h
	Essaywriting (4.000 words)	80h
	Exam reparation/Exam	40h
	Course total	150/6 ECTS
STUDENT PERFORMANCE EVALUATION	Language of evaluation : Greek,English,French. Methods of Evaluation: Oral exam 25% Writtenwork 25%	

ATTACHED BIBLIOGRAPHY

Sociology of Education

- Bauman Z. (2004). Identity. London: Polity.
- Sadovnik, A.R. (2007). Sociology of Education: A critical reader, New York: Routledge.
- Thanos Th, Kyrides A, et all. (2017). *Sociology of Education*. Athens: Gutenberg.

Educational Policy

- Stamelos G., Vassilopoulos A., & A. Kavasakalis (2015). Educational Policies. Intrduction. Athens:Kallipos.
https://repository.kallipos.gr/bitstream/11419/226/1/00_master%20document_StamelosVasilopoulosKavasakalis_Final.pdf.
- Stamelos G., Vassilopoulos A (2013). Life long learning Policies.within the EU Framwork. The Greek Case. Athens:Dioinikos.

EΚΠ-219 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-219	SEMESTER	2 nd
COURSE TITLE	GREEK AS A SECOND/FOREIGN LANGUAGE		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Specialised general knowledge, skills development		
PREREQUISITE COURSES:	---		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	---		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=87		

LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, students are expected to be familiar with the linguistic dimension of Teaching Greek as a Second/Foreign Language and have knowledge and understanding of the Genre -Based Approach and Teaching Grammar within Instructional Scenarios.
General Competences
<ul style="list-style-type: none"> • Searching, analyzing and synthesizing data and information, using the necessary technologies • Working independently • Team work • Respect for difference and multiculturalism • Promoting free, creative and inductive thinking

SYLLABUS

Main issues in the field of Applied Linguistics – Language teaching. Emphasis is given to Sociolinguistics and the Genre Based Approach in connection with the teaching of grammar within Instructional Scenarios. Applications for teaching Greek as a second / foreign language.
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face		
USE OF ICT	Individual/peer assignments		
TEACHING METHODS	Activity	Semester workload	
	Lectures and active discussions (3 conduct hours per week x 13 weeks)	39	
	Independent/autonomous study - Study and analysis of bibliography	51	
	Individual or peer group project and written assignment using technologies	60	
	Course total	150	
STUDENT PERFORMANCE	Students are assessed by written work and/or oral presentation using		

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

EVALUATION	technologies, according specific instructions accessible through e-class. Assessment criteria are accessible through e-class.
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2. ATTACHED BIBLIOGRAPHY

https://repository.edulll.gr/edulll/retrieve/10777/1840_ΟΔΗΓΟΣ_ΓΛΩΣΣΑ_ΛΟΓΟΤΕΧΝΙΑ.pdf
http://www.greek-language.gr/greekLang/modern_greek/foreign/education/proposals/index.html .

Teaching material

<http://www.museduc.gr/index.php?page=2&sub=0>

<http://www.ediamme.edc.uoc.gr/diaspora/index.php?yliko>

http://www.keda.uoa.gr/epam/ed_material.html

EKΠ-220 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EKΠ-220	SEMESTER	2nd
COURSE TITLE	TEACHERS' PROFESSIONAL DEVELOPMENT – LIFE-LONG EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Compulsory course, General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PDE1556		

3. LEARNING OUTCOMES

Learning outcomes

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

- Understand the concept of the professional development of teachers as a set of activities that improve their social and professional position, as well as their educational work.
- To realize that in a rapidly changing, postmodern world, education is demonstrating tendencies towards autonomy and self-organization, the role of the teacher is becoming more difficult than that of a simple transmitter of knowledge and he is called on to shift the centre of gravity of his teaching behavior from practices for the transmission of knowledge to practices for the organization of learning environments.
- To approach historico-sociologically the professional training and development of teachers and the gradual enrichment of their cultural, symbolic, social and economic capital.
- To delve deeply into various theoretical and/or research scientific papers that analyze the phenomenon of continuing professional socialization and development and understand that however adequate their initial training is, it is not enough to meet the new demands of their profession, as these are being shaped by the changing conditions, and which demand their continuing professional development.
- To critically study and utilize good practices programmes for teacher training and improvement of the school.
- To plan, Implement and evaluate life-long teaching and learning actions

General Competences

1. Search for, analysis and synthesis of data and information with the use of the necessary technology
2. Working independently
3. Team work
4. Production of new research ideas
5. Criticism and self-criticism
6. Production of free, creative and inductive thinking
7. Project planning and management (educational action plans)

SYLLABUS

Broad thematic units that the course approaches are:

- The concept of the professional development of teachers.
- The role of the teacher and the difficulties he faces in the practice of his profession in the post-modern era.
- Teacher training: issues of definition and typology. The Greek experience and international trends.
- The attempt to link theoretical sociological concepts to teachers' professional development.
- Professional development and the formation of the teachers' professional practices.
- Life-long education: teacher training and school

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (Lectures, Topic Discussion, analysis and critical approach to scientific texts) Development of a study (project), writing of paper/papers, study and analysis of bibliography.	
USE OF ICTS	Use of ICT in teaching, Power-points, support of the learning process through the eclass platform	
TEACHING METHODS	Activity	Semester workload
	Lectures, Discussions based on course topics, seminars, interactive teaching	20
	Laboratory type exercises (processing and critical analysis of scientific articles, processing and answering questions and issues that touch on the course's thematic units)	19
	Study of the bibliography	30
	Autonomous study	31
	Development of a study (project)	50
	Course total (25 hours workload per credit unit)	150
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Evaluation: <ul style="list-style-type: none"> • Written work • Oral examination • Problem solving 	

ATTACHED BIBLIOGRAPHY

Acker, S. (2000). Realities of teaching: never a dull moment. London: Cassel.

Arnot, M. (2002). Reproducing Gender: Essays on educational theory and feminist politics. London and N.Y.: Routledge/Falmer.

Bernstein, B. (1996). Pedagogy, Symbolic Control and Identity. New York: Rowman & Littlefield Publishers, INC.

Bourdieu, P. (2002). Questions de sociologie. Paris: Les editions de minuit.

Bourdieu, P. (2008). Key concepts. London: Acumen.

Sakkoulis, D., Asimaki, A. & Vergidis, D. (2018). In-service Training as a factor in the Formation of the Teacher's Individual Theory of Education. International Education Studies, 11(3), p. 48-60

Andreadakis, N., Kalogiannaki, P., Wolhunter, C.C., Karras, K., & Anastasiadis, P. (eds.) (2015). Teacher training. Contemporary trends and issues. Athens: Ion.

Asimaki, A., Sakkoulis, D. & Vergidis, D (2016). Searching for pedagogical practices for the school success of 'all' pupils: a sociological approach. Social Sciences Rostrum, 12(67), pp. 53-80.

Vergidis, D. & Yfanti, A. (2011). Educational policy issues. Theoretical starting points and educational programmes for the improvement of the school. Athens: Ypsilon/Books.

Hargreaves, A. & Fullam, M. (2008). Teacher development. Athens: Patakis.

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Liotard, J. F. (1984). The Postmodern condition. Athens: Gnosi.

Xohellis, P. (2005). The teacher in the modern world. His role and professional profile today, training and the evaluation of his work. Athens: Typothito – George Dardanos.

Papanaoum, Z. (2003). The profession of the teacher. Athens: Typothito – George Dardanos.

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Yfanti, A. (2014). Training and professional development of teachers. Policies and practices in Greece. Athens: Diadras.

Frydaki, E. (2015). The professional identity of the teachers and the future of teaching. Athens: Kritiki.

ΕΚΠ-221 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ 221	SEMESTER	2nd
COURSE TITLE	EVALUATION AND TEACHING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Optional, Knowledge acquisition, Skill development, Attitude formation		
PREREQUISITE COURSES:	Social Sciences knowledge with special reference to Educational		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/		

LEARNING OUTCOMES

Learning outcomes

The purpose of this lesson is to familiarize the post graduate students with the analysis and application of evaluation in education, as well as with the theories and the methods for assessing the results and the outcomes of the educational process (teaching). There is a necessity to understand the interdisciplinary connections among the various kinds, types and techniques of evaluation in education and mainly teaching. A major principle refers to the creation of positive attitudes and behaviors regarding the themes, issues and problems of effective teaching and assessment.

The post graduate students are expected to be able to:

- Describe the general describing characteristics of effective evaluation in education.
- Specify the aforementioned characteristics according to what or who are being assessed.
- Recognize and explain the way that assessment is applied with reference to teaching and its results, connecting them with economy, society and personal as well as occupational development.
- Understand and comment on the way that assessment is applied as this is related to teaching and learning at both, the level of the class and that of the school unit.
- Develop their investigating skills and analyze issues of the methodologies and the techniques regarding the systematic study and research within the frame of the theoretical approaches of educational evaluation and assessment.
- Develop their social skills and their argumentation abilities regarding the importance and the role of assessment in the formation of the Performance Indicators (PI) in education (e.g. the 16 PI's of the EU).
- Study, describe and comment on the way that educational evaluation is applied in other EU countries, referring to the role of EU and OECD.

General Competences

- Criticism and self-criticism
- Working independently
- Team work
- Working in an interdisciplinary environment
- Working in an international environment
- 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.

SYLLABUS

The lesson is developed on both theoretical and practical/laboratory levels, with its themes to be as follows:

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

<p>Unit 1: The concept of evaluation in education- teaching and learning:</p> <ul style="list-style-type: none"> - Description of concepts that are relative to the effectiveness and the quality of education. - The role of PI's in education. - The benchmarks set for every PI. - The 16 PI's of the EU. <p>Unit 2: Evaluation in Greek education and its historical dimension:</p> <ul style="list-style-type: none"> - The role of the school inspector in Greek education and the adjustments made to the formation of that of educational counselor/ coordinator. - The “non application of evaluation” in Greece. - The arguments, of occupational, social and pedagogic nature, put forward in favor and against educational evaluation. - The role of educational coordinators. <p>Unit 3: The assessment of educational work at an institutional level:</p> <ul style="list-style-type: none"> - The institutional dimension of the concept “educational work”. - The issue of teacher assessment and the way that this is introduced at school level and teaching assessment/evaluation. - The internal- self-assessment of the school unit as a discourse and as a practice. <p>Unit 4: Student practice in studying and presenting educational evaluation practices in EU countries:</p> <ul style="list-style-type: none"> - The major characteristics of educational evaluation in EU; similarities and differences. - The use of the educational evaluation outcomes for the improvement of the quality of education in relation to the economy and the society as well: <ul style="list-style-type: none"> - The economic value of education (economy and the market) - Education and the concept of a democratic citizen. <p><i>NOTE: The words of assessment/evaluation are used for the same concept alternatively</i></p>	
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TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (lectures, seminars, laboratory type practice and presentation, conversation)	
USE OF ICTS	The use of the internet Presentations with power point Use of relevant web sites Support to the students through the e-class	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Laboratory “exercise”	26
	Individual and team work with the use of educational materials	39
	Individual work (scenario)	28
	Autonomous study	42
	Assessment	2
	Course total (25 hours of work per credit)	150
STUDENT PERFORMANCE EVALUATION	<p>The language of student performance evaluation is Greek (in the case of foreign students it may be English). Evaluation:</p> <ol style="list-style-type: none"> 1. Individual or team work relative to educational evaluation/assessment, presentation of the works and discussion (40% of the final grade). 2. Transformative evaluation/assessment of the student presence and participation in the lesson (20% of the final grade) 3. The content of the assessment is organised as open- judgemental/critical questions of specific medium length, multiple choice, connecting type, completing type and ordering answers. <p>The criteria of assessment are accessible to student through e-class.</p>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- ✓ 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).
- ✓ Stamelos, G. (ed.) (2011). *Towards a poetry of the educational landscape*. Alwxandria, Athens (in Greek).

Related publications in academic journals:

- ✓ Karatzia-Stavlioti, E. (2006). “Educational Effectiveness and Educational Discourse of Unesco and EU in a comparative perspective”, *Arethas*, Journal of the Department of Elementary Education, University of Patras, Greece, pp. 130-154.
- ✓ Karatzia-Stavlioti, E. (2010). “Pupil assessment in a historical perspective: A contribution to the contemporary debate”. D. Mattheou (ed), *Changing educational landscapes*. Springer, Dorched.
- ✓ Alahiotis, S., & E. Karatzia–Stavlioti. 2006. “Effective Curriculum Design and Cross–Curricularity: Analysis of the New Curriculum Design by the Hellenic Pedagogical Institute.” *Pedagogy, Culture and Society* 14: 119–148.
- ✓ Karatzia-Stavlioti, E. & S. N. & Alahiotis. (2007). «Evaluation of a Cross- Thematic Curricular Innovation: Teacher’s Attitudes and the Flexible Zone». *The International Journal of Learning*, 14(3), pp. 268-281. <http://ijl.cgpublisher.com/product/pub.30/prod.1357>
- ✓ Karatzia-Stavlioti, E. & Lambropoulos, H. (2009). “Education and economic development: Evaluations and Idelogies”, A. Kazamias and R. Cowen (eds), *International handbook of Comparative education*. Springer, Dorched.

ΕΚΠ-222 COURSE OUTLINE

GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND SOCIAL WORK		
PROGRAM TITLE	MASTER IN EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EΚΠ-222	SEMESTER	2nd
COURSE TITLE			
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
COURSE TYPE	Obligatory-Knowledge acquisition and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/		

LEARNING OUTCOMES

Learning outcomes

After completing the course, the students should be able to:

- Know the forms of education (formal, non formal, informal), as they are reflected in the structure and operation of the Greek education system.
- know the bodies that implement programmes of vocational and general education and adult learning (Institutes of Vocational Training, Centers of Vocational Training, National Centre for Public Administration and Local Government (EKDDA), The Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE), Institute of Work of the GSEE, Youth and Lifelong Learning Foundation, Koinoniko Polykentro, Cultural Associations, Centers for Environmental Education, Second Chance Schools, etc.).
- Know the field in which programmes of Continuous Vocational Training are implemented in our country, the specialities that deal with them, along with the special role of the educators in the framework of the implementation of the programmes.
- Present good practices that are developed at both national and international level in relation to the linking of the structures of formal education with actions of Lifelong Learning.
- Describe European and Greek policies in vocational education and training.
- Know the European actions for vocational training (Europass, European Credit system for Vocational Education & Training ECVET, levels of professional qualifications).
- Recognize the contribution of the national framework of vocational qualifications in the process of Certification of Vocational Qualifications.
- Recognize the contribution of vocational outlines in the field of the labour market.
- Know the statutory framework of operation of apprenticeship and the models of its implementation.
- Describe the process of the link between work based learning and apprenticeship.
- Recognize the special role of the educator of work based learning.

General Competences

- Autonomous work
- Decision making
- Search, analysis, and synthesis of data and information with the use of the necessary technologies
- Working in an international and interdisciplinary environment
- Team work
- Working in an interdisciplinary environment
- Adapting to new situations

SYLLABUS

The lesson's syllabus is as follows:

- Forms of education (formal, non formal, informal) in the Greek education system and their functions.
- Bodies that implement programmes of vocational and general education and adult learning (Institutes of Vocational Training, Centers of Vocational Training, National Centre for Public Administration and Local Government (EKDDA), The Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE), Institute of Work of the GSEE, Youth and Lifelong Learning Foundation, Koinoniko Polykentro, Cultural Associations, Centers for Environmental Education, Second Chance Schools, etc.).
- Thematical fields of programmes of Continuous Vocational Training that are implemented in our country, along with the special role of the educators in these programmes.
- Good practices that are developed at both national and international level in relation to the linking of the structures of formal education with actions of Lifelong Learning
- European and Greek policies in vocational education and training
- European actions for vocational training (Europass, European Credit system for Vocational Education & Training ECVET, levels of professional qualifications)
- The contribution of the national framework of vocational qualifications in the process of Certification of Vocational Qualifications
- The contribution of vocational outlines in the field of the labour market
- the statutory framework of operation of apprenticeship and the models of its implementation
- The link between work based learning and apprenticeship.
- The special role of the educator of work based learning.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face (lectures, team work, discussion)	
USE OF ICTS	PowerPoint presentations.	
TEACHING METHODS	Lectures	13
	Assignments' presentations, discussion	26
	Study and authoring assignments during the lessons	25
	Study and authoring of final assignment	35
	reflective activities	25
	Autonomous study	26
	Course total	150
STUDENT PERFORMANCE EVALUATION	Evaluation language: Greek (and in English if required) Evaluation: 1. Assignments during the lessons' period and preparation with predefined standards (30% of the final grade). 2. Reflective activities (30% of the final grade). 3. Final assignment related to the on education (40% of the final grade).	

ATTACHED BIBLIOGRAPHY

- Amitsis, G. (2000). Institutions and policies of vocational training. Athens: Papazisis Publications.
- Anagnou, E, Fragoulis, I. (2014). The contribution of mentoring and action research to teachers' professional development in the context of informal learning, in *Review of European Studies*, Vol.6,N.1, pp.133-142.
- Anastasiou, A., Balkanos, E., & Frangoulis, I. (2015). The contribution of mentoring to the effective professional development of school leaders. *Educational Cycle*, Vol. 3, Issue 1, pp. 7-24.
- Anthopoulou, K., Valkanos, E, Fargoulis, I. (2017). The Professional Development of Adult Educators: The Case of the Lifelong Learning Centres (L.L.C) in the Prefecture of Evros, Greece, *International Journal of Learning, Teaching and Educational Research*, Vol.16, N.11, pp 77-91.
- Cedefop - CENTER FOR THE DEVELOPMENT OF VOCATIONAL TRAINING. (1996). *Vocational Training Glossarium*. Thessaloniki: CEDEFOP.
- Fragkoulis, I., Koutsoukos, M. (2017). Investigating the perceptions of vocational high schools teachers in relation to the contribution of apprenticeship to the integration of EPAL graduates into the labor market. In: V. Karavakos (ed.) *Proceedings of the 1st International Scientific Conference entitled "Educational Leadership, Effective Management and Ethical Values"*. Thessaloniki: University of Macedonia (in press).

COURSES' OUTLINE – POSTGRADUATE PROGRAM “MASTER IN EDUCATION”

- Fragkoulis, I. (2014). Recording of Primary Education teacher’s opinions on the use of mentoring in the frame of implementation of innovative educational programmes, in *International Education Studies*, Vol.7, N.1, pp. 51-59.
- Prokou, E. (2009). *Adult Education and Lifelong Learning in Europe and Greece*. Athens: Dionikos Publications.
- Schumann, G., Fischer, W., Bruggemann, E. (2006). *Lifelong Learning & Vocational Training*. Athens: ION Publications.
- Stampoulis. M. (2017). *Vocational Training - Architecture of design and implementation of continuing vocational training programs*. Thessaloniki: University of Macedonia Publications.
- Vergidis, D. (2001). Lifelong learning and educational policy. In: Haris, K.P, Petroulis, N.B. & Nikodimos, S (eds.): *Continuing Education and Lifelong Learning*. Athens: Atrapos, 127-144.

COURSES' OUTLINE – 3rd SEMESTER

COURSE ΕΚΠ-321: Practical training and guided study

The course is conducted and evaluated with the responsibility of the supervisor of the Master Thesis.

COURSE ΕΚΠ-331: MASTER THESIS

The Master Thesis is being prepared and evaluated with the responsibility of the supervisor and the other two members of the Three-member Inquiry Committee.