UNIVERSITY OF THE PELOPONNESE
SCHOOL OF SOCIAL AND POLITICAL SCIENCES

DEPARTMENT OF SOCIAL & EDUCATION POLICY

Course Catalogue

2018-2019

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CORE COMPULSORY COURSES

1. Introduction to Sociology (Y 1)

Nikos Fotopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y 1 **SEMESTER** 1
COURSE TITLE	INTRODUCTION TO SOCIOLOGY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4

COURSE TYPE	General background - Core Compulsory
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP280/

2. LEARNING OUTCOMES

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

    By the end of the course, students will be able to
- Analyze the current social reality according to the sociological rules and methods

- Interpret the social, economic and political conditions of their reality
- Understand the complexity of the social world
- Create a systemic approach of the social structure
- Explain the function of the social relationships through the social institutions
- Understand the basic sociological theories in connection with the main social practices

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

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

Criticism and self-criticism

Adapting to new situations

Team work

Production of new research ideas

Showing social and professional responsibility

Critical thinking and re-thinking

3. **SYLLABUS**

The course consists of the following modules:
Module 1: Society: Concept and basic terminology (week 1)
Module 2: Human nature –Social nature
Module 3: Forms and types of society
Module 4: Forms of Human Relations on different groups
Module 5: Socialization
Module 6: Social Control
Module 7: Social Structures
Module 8: Social Institutions

Module 9: Social Theory : Conflict theory Module 10 Functional Theory Module 11: Symbolic interactionism Module 12 :Social Deviance Module 13: Revision	

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform), web based search for quality indices of various countries' educational systems.
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>6</td></tr><tr><td>Project preparation (case study)</td><td>15</td></tr><tr><td>Study of the course material</td><td>40</td></tr><tr><td>Course total</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total :</td><td>100</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of*	1. open-ended questions 2. problem solving, 3. written work, essay/report, The assessment criteria are fully aligned with the expected learning outcomes of the course.

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

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Giddens A.(2005) *Sociology*)Athens: Gutenberg,(in Greek).

Weber M. (1984) The protestant Ethic and the Spirit of Capitalism, Athens: Gutenberg,(in Greek).

Tsaousis, D.(2000) The Human society Αθήνα: Gutenberg,(in Greek).

- Related academic journals:

American Journal of Sociology

The British Journal of Sociology

Hellenic Sociological Review

Folder with additional materials prepared by the tutor

2. Law: an Introduction (Y 2)

Michalis Fefes

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL STUDIES
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y2	**SEMESTER**	1
COURSE TITLE	LAW: AN INTRODUCTION		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4
COURSE TYPE	General background	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP222/	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course subject is the analysis of the necessary concepts that will lead to the understanding of the basic elements of legal science. In particular, the concepts of law, rule of law, categorisation and division of law, and sources of law are described. Furthermore, some basic concepts of constitutional law are analysed, such as the nature of the government system, the separation of powers, state organization and individual rights, as well as the description of the organization of the courts in Greece. Following that, the notions of administrative law are analysed, such as administrative act, administrative organ and protection of the civilian. Then reference is made to basic concepts of criminal law (crime, wrongdoing, liability, negligence, punishment) and civil

law (subjects of law, right, claim, contract, guilt, liability, compensation, late payment, sell and purchase, lease, company and contract of employment). Also, notions of property law, famiy law and inheritance law are also mentioned. The course ends with reference to basic concepts of commercial law, and labour law.

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

- understand the basic concepts of the law as described above and grasp a comprehensive knowledge of everyday practical issues in their personal and professional life;

- to compare, analyze and use these concepts in relation to subjects which will be thoroughly examined in courses of subsequent semesters (eg, State Organization),

-to explore and write short reports or work on them.

General Competences

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

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

Decision-making

Team work

Working in an interdisciplinary environment

Criticism and self-criticism

Production of free, creative and inductive thinking

3. **SYLLABUS**

General Notions
Constitutional Law
Administrative Law
Criminal Law
General Principles of Civil Law
Law of Tort and Contract
Property Law
Family Law
Inheritance Law
Commercial Law
Labour Law (individual and collective)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PowerPoint, Videos Contacting students through e-mail

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Bibliographical analysis	18
	Visit to courts	8
	Individual reading	35
	Course total (25 hours of work per credit unit)	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam (100%) including: • Questions to be answered shortly • Practical questions (problems)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
M. Fefes, Introduction to Law (2nd ed.), Legal Library, 2016.
L. Karatza, 4 Codes, Legal Library, 2013

3. Introduction to Economics (Y 3)

Maria (Mary) Geitona

COURSE OUTLINE

1. **GENERAL**

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Υ3	**SEMESTER**	1

COURSE TITLE	INTRODUCTION TO ECONOMICS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE	General background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.uop.gr

2. **LEARNING OUTCOMES**

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

The course aims at offering students the opportunity
• To acquire substantial knowledge in Economic theory
• To familiarize themselves with recent literature on the topic
• To analyze and understand contemporary economic and fiscal phenomena
By the end of this course, students are expected to :
- Understand and analyze the principles of the economic theory
- Demonstrate knowledge of the basic concepts of micro and macroeconomics
- Learn and understand the function of free market economy
- Learn and describe the dominant economic and fiscal policies at European and

national level	

Research and analysis of data and information
Independent and team work
Production of new research ideas
Project planning and management
Production of free, creative and inductive thinking

3. SYLLABUS

The course focuses on the basic theory, the principles of economics at macro and micro levels, market functions, economic indicators, public economics, fiscal policies, taxation, investments.

The analysis focuses on the social, historical, political and cultural environment of each economic system..

The course consists of the following modules:

1. Principles of economic theory
2. Economic Growth
3. Market forces, market failure
4. Macroeconomic theory
5. Workshop on macroeconomic indicators & relations
6. Production and productivity measures and measurement
7. Unemployment concept, measurement and impact
8. Purchasing Power Parity theory

9. Foreign exchange markets
10. Microeconomic Analysis –elasticities measure
11. Consumer's economic theory , needs, choices, preferences
12. Fiscal & public policies, taxation, investments
13. Conclusions, further reading

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (ppt., internet sites, digital material, databases etc.) Use of the e class platform Use of the email

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	40
	project, essay writing (optional)	20
	Literature review	10
	Workshop/visits	30
	Course total	**100**

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, | Student assessment includes:
I. Written final exam including
multiple choice questions or/and in Departmenth analysis of a specific theme
(60- 80%)
II. Writing and/or oral presentation of a specific work
(optional) (20%)
III Participation in lectures/workshop (10-20%)
Erasmus students are assessed on the basis of a |

essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	written assignment in English and a presentation in class.

5. ATTACHED BIBLIOGRAPHY

1. Moutos Th., ScarthW. (2011), Σύγχρονη Οικονομική, Gutenberg, Αθήνα.
2. SamuelsonP., NordhausW. (2002), Οικονομική, τομ. Α' & Β', Παπαζήσης, Αθήνα.
3. Wessels W. (1995), Οικονομική, Κλειδάριθμος, Αθήνα.
4. Ζαχαριάς Ε.(2017) Εισαγωγή στην Οικονομική Επιστήμη. Εκδόσεις ΟΠΑ, Αθήνα.
5. Parkin M, Powell M, Mattheus K.(2013), Principles of Economics. Kritiki Editions, Athens
6. Stiglitz L, Walsh C.(2009), Principles of Microeconomics, Papazissis Editions, Athens.
7. Stiglitz L, Walsh C.(2009), Principles of Macroeconomics, Papazissis Editions, Athens.

Folder with additional materials prepared by the tutor

4. Introduction to Political Science (Y 5)

Panayiotis (Takis) Kafetzis

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y 5	**SEMESTER**	1

COURSE TITLE	INTRODUCTION TO POLITICAL SCIENCE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE	General Background (Core Compulsory)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course the students are expected to be able to demonstrate the following learning outcomes
- Critical understanding of basic properties of concepts and ideas of Politics
- Knowledge of methodological tools and techniques of political analysis
- Being able to select and interpret empirical data suitable for supporting value

judgements on societal matters
- Being able to analyse the ways, forms and processes of the connection of Politics to implemented policies
- Being able to apply theoretical constructs, concepts and methodological principles to political 'case studies'
- Being able to suggest alternative ideas in political crisis settings.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Decision-making
- Working in an international environment
- Working independently
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. **SYLLABUS**

Short description

The course is an introduction to the concepts and the categories of Politics. The aim of the course is to familiarise students with the appropriate means to approach and understand the structure, function and regulatory dimensions of Politics as a distinct field of organisation and institutionalisation of the social action and socio-economic relations. This aim is served by analysing the theoretical and empirical dimensions of a series of aspects of the political phenomenon, set within their historical and social context. At the same time, the course focuses on highlighting the interpretative significance of the field of Politics for a more thorough understanding of the conditions affecting the production, change and implementation of social and education policies.

Course structure

1. Politics as a form of social act action and interaction
2. Political systems
3. The state in modernity and post-modernity
4. Political ideologies
5. The political party
6. Party systems
7. Political representation
8. Voters' behaviour
9. Election systems
10. Pressure groups
11. The nation and globalisation
12. Government and multi-level governance
13. Course review
    1.

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.	Lectures	35
	Written assignment	20
	Independent study	45
	Course total	*100*
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS		

STUDENT PERFORMANCE	

EVALUATION	1. Written final examination comprising essay questions (80%)
Description of the evaluation procedure *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	2. Written assignment (20%)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
1. Heywood A. (2006), Εισαγωγή στην Πολιτική
2. Ball A.R. – PetersB.G. (2001), Σύγχρονη Πολιτική και Διακυβέρνηση
3. Roskin M.G. κ.ά. (2008), Εισαγωγή στην Πολιτική Επιστήμη

5. State Organisation and Public Policy (Y 33)

Xenofon Paparrigopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y33 **SEMESTER** 3
COURSE TITLE	STATE ORGANISATION AND PUBLIC POLICY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

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

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

- Familiarizing students with fundamental structural elements of modern democratic states, the function and importance of major state institutions and their legal and political significance
- Developing students' understanding of the nature, function, importance and developments of fundamental social institutions
- Raising students' awareness of the manner I which social institutions can contribute to social and economic development or inhibit same. Understanding how institutions come to be, change and interact with one-another.

General Competences

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

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

- Decision-making
- Project planning and management

3. SYLLABUS

Short description

The concept of an institution and the different types of institutions. Distinguishing

institutions from other social factors (such as organizations, networks etc.). Why institutions exist, how they function, how they come to be, change or wither away. How different institutions interact.

Elements of institutional theory: old and new institutionalism, the American and German institutionalists, sociological and economic approaches to the institutional phenomenon.

Organization and structure of the modern democratic state (on the paradigm of the modern Greek Constitution). The separation of powers and its importance. The notion of the 'rule of law'. People, Parliament, Government, Courts. Relationships and function of these fundamental state institutions within the context of the modern democratic, liberal and constitutional state system.

Unit title	Literature	Presentation links
1. The concept and importance of institutions/ varieties of institutions	**D. North**, Institutions, institutional change and economic performance **[in Greek]**	
2. Institutions and other parameters of social change	**P. Gemptos,** Institutions as the Central Parameter of Social Sciences (Papazeses publ., 2015) [in Greek]	
3. Institutional pillars: regulatory, normative, congnitive	**A. Chatzes,** Institutions (Papadopoulos publ., 2018) **Robinson J. & Acemoglou D.,** Why Nations Fail [In Greek 2013]	
4. Mechanisms of institutional creation and entrenchement (a)	**W. Richard Scott**, Institutions and Organizations, Sage, 2013	e-class power point
5. Mechanisms of institutional creation and entrenchement (continued)	**Paul Pierson**, Politics in Time: History, Institutions and Social Analysis, Princeton 2004	e-class power point
6. Mechanisms of institutional change	**Popper, Karl**, The	e-class power point

	Poverty of Historicism [in Greek]	
7. The Coase theorem	**A. Chatzes,** Institutions (Papadopoulos publ., 2018)	e-class power point
8. The ORGANIZATION OF THE STATE: State/Constitution/Political regime/separation of powers/legitimacy & legitimation	**A.M. Pantelis,** Handbook of Constitutional Law (Livanis publ., 2016), Part One [in Greek]	e-class power point
9. State bodies: the People/ the Electorate/ Political Parties	**D. Tsatsos,** Constitutional Law, vol. 2. Organization and function of the state, Sakkoulas publ.,1993	e-class power point
10. The legislature: the Parliament – organization, function, purpose		e-class power point
	Ap. Georgiades, What is Law (Crete U.P., 2018, Part 2)	
11. The executive: the Government and the President of the Republic		e-class power point
	Strayer Joseph, The Medieval Origins of the Modern State [in Greek: Crete U.P. 2012]	
12. The Judiciary		e-class power point
13. Recapitulaton		e-class power point

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	
TEACHING METHODS *The manner and methods of*	*Activity* / *Semester workload*

Activity	Semester workload
Lectures	78
Independent Study	60

Mid-term examination	*25*	
Preparation for final examination	37	
Course total	*200*	

teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Interim + final examination Final examination at the end of the semester

5. ATTACHED BIBLIOGRAPHY

Αντώνη Μ. Παντελή, Εγχειρίδιο συνταγματικού δικαίου (Λιβάνη, 2016)

Γέμτος, Πέτρος, *Θεσμοί ως κεντρική μεταβλητή των κοινωνικών επιστημών*, (Παπαζήσης 2015)

North, Douglass, *Θεσμοί, θεσμική αλλαγή και οικονομική επίδοση* (Παπαζήσης 2006)

Acemoglu, Daron & Robinson, James, *Γιατί αποτυγχάνουν τα έθνη*, (Λιβάνη, 2012)

Ferguson, Niall, *Ο μεγάλος εκφυλισμός: πως παρακμάζουν οι θεσμοί και πεθαίνουν οι οικονομίες* (Παπαδόπουλος, 2013)

Καστοριάδης, Κορνήλιος, *Η φαντασιακή θέσμιση της κοινωνίας*, (Κέδρος, 2010)

Pierson, Paul, *Politics in time – History, Institutions and Social Analysis* (Princeton :Princeton, 2004)

Campbell, John, *Institutional Change and Globalization* (Princeton :Princeton, 2004)

Scott, Richard, W., *Institutions and Organizations* (Los Angeles : Sage) 2014

Παπαρρηγόπουλος, Ξενοφών, *Η δεύτερη οδός: η πολιτική και νομική σκέψη του Roberto M. Unger* (Αθήνα : Σάκκουλα) 2008

6. Institutions and Organisation of the European Union (Y 7)

Michalis Fefes

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL STUDIES
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y7	**SEMESTER**	2

COURSE TITLE	INSTITUTIONS AND ORGANISATION OF THE EUROPEAN UNION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE	General Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP121/

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
• *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
• *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
• *Guidelines for writing Learning Outcomes*
The course describes the nature of the European Union and how it is organized and to analyze the form and the way its institutions operate. In this context, the basic concepts of European Union law are analysed (EU law supremacy, direct effect, direct application, subsidiarity, proportionality). Furthermore, it explains the sources of EU law, the adoption mechanism of EU legal rules, and the complex interrelation of European Union (Commission, Council, Parliament, Court, etc.). Finally, the sources of funding for Union policies (Central European Bank, European Funds, Support

Frameworks) are analyzed.

The aim of the course is to fully understand the above basic concepts.

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

-understand, analyze and use key tools related to the design, implementation, control and evaluation of EU policies.

-to investigate and write short reports or work on them.

General Competences

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

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

Decision-making

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of free, creative and inductive thinking

3. **SYLLABUS**

- Historical evolution of EU
- Principles of EU law
- Sources of EU law
- Sources of primary law
- Sources of secondary law
- In brief the objectives of the Lisbon Treaty
- The European Council
- The European Parliament
- The Council of the European Union
- The European Commission
- The Court of Justice of the European Union
- Other organs (European Central Bank, EUROJUST, EUROPOL, OLAF)

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

DELIVERY *Face-to-face, Distance learning, etc.*	face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PowerPoint, Videos Contacting students through e-mail

TEACHING METHODS		
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	*Activity*	*Semester workload*
	lectures	39
	bibliographical analysis	18
	visit to courts	8
	individual reading	35
	Course total (25 hours of work per credit unit)	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final written exam (100%) including: Questions to be answered shortly Practical questions (problems)

5. **ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

V. Tzemos, Political Institutions of the EU, Legal Library, 2009.
D. Papagiannis, Introduction to European Law, Sakkoulas 2007
EU editions
Treaties
EU Court Jurisprudence

7. History of Greece in the 20th Century (Y8)
Foteini (Efi) Gazi

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y8	**SEMESTER**	1

COURSE TITLE	HISTORY OF GREECE IN THE 20TH CENTURY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE	General background, core compulsory
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, (English)
COURSE WEBSITE (URL)	http://dlp.korinthos.uop.gr/courses/UNDERG123/

2. LEARNING OUTCOMES

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

The course aims at offering students the opportunity

• To acquire substantial knowledge of contemporary Greek history

• To familiarize themselves with recent scholarly literature on the topic

• To analyze and understand contemporary phenomena within their historical context
After the completion of the course, students
- Will have acquired sufficient knowledge of contemporary Greek history
- Will be able to critically examine contemporary phenomena and trends

General Competences

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

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

Research and analysis of data and information
Independent and team work
Production of new research ideas
Criticism and self criticism
Production of free, creative and inductive thinking

3. SYLLABUS

The course focuses on central developments and phenomena in the Greek state in the course of the 20th century. The Goudi Movement, the Balkan Wars, the First World War and the Asia Minor Campaign and military defeat, the interwar years, World War II, Occupation and Resistance, The Greek Civil War, post-war Greece, the Dictatorship of the Colonels and the Greek 'Metapolitefsi' (reconstitution of democracy) are examined. The emphasis is primarily on social history but economic, political and cultural aspects are also discussed.

The course consists of the following modules:

1. Society, Nation, State in Greece: the long 19th century
2. The Movement in Goudi (1909)
3. The Balkan Wars (1912-3)
4. National Conflict, Asia Minor Campaign and Disaster
5. Greece in the interwar years, A: politics and culture (the army, political parties, parliament and dictatorship, the language question, feminism and the womens' movement)
6. Greece in the interwar years, B: economic and social developments
    social conflicts, minorities, the refugee question, agrarian reforms, the economic crisis)
7. The 1940s: World War II, Occupation and Resistance, the Civil War
8. Educational Visit / Research Seminar
9. Greece in the 1950s: Attempts of reconstruction

10. The Dictatorship of the Colonels (1967-1974)
11. Greece in Transition at the end of the 20th century
12. Greek Migration and Diaspora in the 20th Century
13. Conclusions, further reading

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (ppt., internet sites, digital material, databases etc.) Use of e-class Use of e-mail

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	39
	Study and analysis of bibliography	50
	Educational visits/short essay writing	11
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory*	Student assessment includes: I. Written final exam including multiple choice questions and in Departmenth analysis of a specific theme (80%) II. Writing and/or oral presentation of work with material from the educational visits or research seminars (optional) (20%) Erasmus students are assessed on the basis of a written assignment in English and of a presentation in class.

work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The syllabus includes the criteria of evaluation in detail while relevant information is given to students at the beginning of the course.

5. ATTACHED BIBLIOGRAPHY

Richard Clogg (2013), *Συνοπτική Ιστορία της Ελλάδας, 1770-2013*, Αθήνα.
Χατζηιωσήφ Χ. (επιμ.) (2002), *Ιστορία της Ελλάδας του 20ου αι.,* Βιβλιόραμα, Αθήνα.
Κωστής Κ. (2013), *Τα κακομαθημένα παιδιά της ιστορίας. Η διαμόρφωση του νεοελληνικού κράτους, 18ος -21ος αι.*, Πόλις, Αθήνα.
Tutor's folders in eclass with additional material, maps, chronology tables and timelines
Journals: *Ιστορικά, Μνήμων, Historein, Journal of Modern Greek Studies*

8. Contemporary History: Europe and the World (Y9)
Foteini (Efi) Gazi

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y9	**SEMESTER**	2

COURSE TITLE	CONTEMPORARY HISTORY. EUROPE AND THE WORLD IN THE 20TH CENTURY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE	Core compulsory
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	http://dlp.korinthos.uop.gr/courses/UNDERG100/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The aim of the course is to

• familiarize students with contemporary European and world history
• to enable students understand historical processes and phenomena that contributed to the emergence of the modern and contemporary world
• to offer students the historical knowledge necessary to critically approach contemporary political and social phenomena

After completing the course, students should

• Know key events and phenomena of contemporary European and world history
• Understand the processes that shaped the modern and contemporary world
• Be able to use historical knowledge in the analysis of contemporary social phenomena

General Competences

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

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

Research and analysis of data and information
Independent and team work
Production of new research ideas
Criticism and self criticism
Production of free, creative and inductive thinking

3. **SYLLABUS**

The course examines events, phenomena and processes of contemporary European and world history. It includes introductory sessions on the 19th century but emphasis is given to the 20th century. The analysis focuses on World War I and II, the Russian Revolution, the mid-war absolutist ideologies and regimes, the Cold War, colonization and de-colonization, the division but also the unification of Europe during the years 1945-1991, the history of communism, the rise of the post-communist world as well as the development of globalization.

The course consists of the following modules:
1. The European and world 19th century
2. Colonialism and imperialism: Europe at the centre of the world
3. Europe in WWI
4. The Russian Revolution
5. Europe in the midwar years: fascism, national socialism, political and economic crisis

6. The Second World War
7. The Holocaust
8. Educational Visit/Research Seminar
9. The Cold War, united and divided Europe
10. De-colonization
11. Communism and its aftermath
12. Globalization-s
13. Conclusions, further readings

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (ppt., internet sites, digital material, databases etc.) Use of e-class Use of e-mail
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography/preparation of written essays</td><td>50</td></tr><tr><td>Short assignments or presentations in the context of educational visits/research seminars</td><td>11</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>***100***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions,*	Student assessment includes: I. Written final exam including multiple choice questions and in Departmenth analysis of a specific theme (80%) II. Writing and/or oral presentation of work with material from the educational visits or research seminars (optional) (20%)

problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Erasmus students are assessed on the basis of a written assignment in English and of a presentation in class. The syllabus includes the criteria of evaluation in detail while relevant information is given to students at the beginning of the course.

5. ATTACHED BIBLIOGRAPHY

Eric Hobsbawm, *Η εποχή των άκρων. Ο σύντομος 20ος αιώνας, 1914 – 1919*, Αθήνα, Θεμέλιο, 2010.

Norman Davies, *Ιστορία της Ευρώπης*, τ. Β', Αθήνα, Νεφέλη, 2010.

Tony Judt, *Η Ευρώπη μετά τον πόλεμο*, Αθήνα, Αλεξάνδρεια, 2012.

Mark Mazower, *Σκοτεινή Ήπειρος. Ο ευρωπαικός 20ος αιώνας*, Αθήνα, Αλεξάνδρεια, 2009.

Serge Berstein –Pierre Milza, *Ιστορία της Ευρώπης*, Αθήνα, Αλεξάνδρεια, 2009.
Tutor's folders in eclass with additional material.
Journals: *Journal of Contemporary History, Journal of Global History*

9. Introduction to Education Policy (Y10)
Panayiota (Yiouli) Papadiamantaki

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y 10	**SEMESTER**	1

COURSE TITLE	INTRODUCTION TO EDUCATION POLICY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE	General Background (Core Compulsory)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP126/

2. LEARNING OUTCOMES

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

Upon successful completion of the course the students are expected to have achieved the following learning outcomes:
Knowledge
To recognise basic concepts of education policy
To understand how organisation theory and neo-institutional theory are used in analysing education policy
Competences - Skills

Analysis and synthesis of information as regards policy development and the effect different education policies have on state - education system relationship.
Inductive and deductive thinking

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

3. **SYLLABUS**

Short description

The course introduces students to basic concepts of education policy and is divided into two parts.

The first fart analyses how education policy is related to other fields of public policy. The relationship between the state and education system is analysed on the basis of the transition from the Keynesian era educational planning to the implementation of education policy through education programmes during monetarism and the effect international context has on national education policy planning. In this first part issues of organisation and administration of the education system are presented and concepts of organisation theory, neo-institutional theory, human and educational capital theory, especially as regards the concept of equal opportunities in education and the shaping of education policy of international organisations.

The second part focuses on the management of otherness in contemporary, multicultural societies and the formulation of an education policy addressed to vulnerable social groups in the framework of a more inclusive "school for all". International and Greek policies related to disability, gender, minorities and migrants are presented.

Course structure

1. Course presentation - Learning aims and outcomes. Introduction: Definition of policy. The historical and social context of education policy, its policy makers and implementers.

2. Power as a term of social and educational reality. Expressions of power and introduction to Foucault's basic concepts (juridical and disciplinary power relations).

3. State, society and educational system. Typology of paradigms: centralist, corporatist, pluralist, neoliberal approaches.

4. Evolution of education policy internationally and in Greece up to the 80's.

5. Since 1990's...

6. 1989 as a reference point: from keynesianism to monetarism. Effect on formulation of education policy.

7. The effect internationalisation and regionalisation trends have on the formulation of education policy. Knowledge society. Key competences in the knowledge society.

8. Mid-term examination

9. From educational planning to the design of educational programmes

10. School units as organisations. Aims, technology, participants, social structure

11. Institutional context of organisations: regulative, normative and cognitive-cultural pillars

12. The employment of neo-institutional and organisation theories for the analysis of education policy. A case.

13. Review - discussion - answering students' questions.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (PowerPoint and the Internet) in teaching Support of the learning process through e-class

TEACHING METHODS		
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	*Activity*	*Semester workload*
	Lectures	35
	Independent study	35
	Preparation for exams	30
	Course total	*100*

STUDENT PERFORMANCE	

EVALUATION	1. Mid-term examination on the 7th week comprising multiple choice and true/false questions (30%)
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	2. Written final examination comprising essay questions (70%)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
1. Σταμέλος, Γ. (2009), Εκπαιδευτική Πολιτική, Διόνικος, Αθήνα.⌊SEP⌋
2. Ζμάς, Α. (2007), Παγκοσμιοποίηση και Εκπαιδευτική Πολιτική, Μεταίχμιο, Αθήνα.⌊SEP⌋
3. Καρακατσάνη Δ. - Παπαδιαμαντάκη Γ. (επιμ.), (2012) Σύγχρονα Θέματα Εκπαιδευτικής Πολιτικής: Αναζητώντας το Νέο Σχολείο, Επίκεντρο, Θεσσαλονίκη.
4. Παπαδιαμαντάκη, Π. (2017), Το Πανεπιστήμιο και οι πολιτικές για την Κοινωνία τρης Γνώσης, Gutenberg, Αθήνα

- Additional bibliography:
1. Παπαδάκης, Ν. (2003) Εκπαιδευτική Πολιτική Η εκπαιδευτική πολιτική ως κοινωνική πολιτική(:) Επιστημολογικές, μεθοδολογικές όψεις και θεματικά πεδία

10. European Education Policies (Y11)

Panayiota (Yiouli) Papadiamantaki

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y 11	**SEMESTER**	2
COURSE TITLE	EUROPEAN EDUCATION POLICIES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6	8

COURSE TYPE	General Background (Core Compulsory)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP113/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course the students are expected to be able to demonstrate the following learning outcomes

Knowledge

- Understanding of basic concepts in the field of European education policy
- analysis and assessment of the effect European policy has on the formulation of education policy at national level

Competences

- Organisation, prioritisation and presentation of information
- essay writing

Skills
- Analysis and synthesis of information as regards policy development and the effect different education policies have on state - education system relationship.
- Inductive and deductive thinking

General Competences

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

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

3. **SYLLABUS**

Short description
Introductive course presenting and analysing EU education policy in three eras: a. from the establishment of European Economic Community (EEC) up to Maastricht Treaty b. from the Maastricht Treaty to the Lisbon Convention c. from the Lisbon Convention on, with the establishment of the European Higher Education Area and the European Research Area. E.U. The course also focuses on: Education Programme priorities and action lines; formulation of E.U. policies; direct or indirect impact of European policy on education systems and policies of the member-states; analysis of the content of concepts prevailing in European Education Policy such as 'knowledge society', 'European dimension in education', 'globalisation', 'Europeanisation', 'European citizenship'.

Course structure
2. Introduction-Presentation of the course, its aims and learning outcomes
3. Formulation of E.U. Education Policy - Policies for vocational training (1997-1992 - the game with words
4. Formulation of E.U. Education Policy - Policies for vocational training (1993-2000) - the institutionalisation of the legal basis of the European education policy
5. Lisbon Strategy for education -2002- open method of coordination (OMC)

6. 1st laboratory
7. Lisbon Strategy revision, Education and Training 2020
8. 2nd laboratory
9. The Bologna Process - the creation of the European Higher Education Area (EHEA) - Communiques and the gradual establishment of the common structure of the higher education systems
10. 3rd laboratory
11. Bologna tools - ECTS - Diploma Supplement - ESG for Quality Assurance
12. 4th laboratory
13. The European Research Area
14. 5th laboratory
15. The Copenhagen Process
16. 6th laboratory
17. Mid-term examination
18. 7th laboratory
19. European Qualifications Framework for Lifelong Learning - the relation with the national Qualifications Frameworks
20. 8th laboratory
21. Mobility and Internationalisation - from inter-European cooperation to international competition
22. 9th laboratory
23. A New Skills Agenda for Europe
24. 8th laboratory
25. The change in the relationship between the state and universities - autonomy and accountability
26. 9th laboratory
27. The promotion of the Entrepreneurial University
28. 10th laboratory
29. Course revision

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (PowerPoint and the Internet) in teaching Support of the learning process through e-class
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and*	

Activity	Semester workload
Lectures	78
Independent study	35
Preparation for exams	37
Laboratory exercises	50

analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	
	Course total	***200***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Mid-term examination on the 7th week comprising multiple choice and true/false questions (20%) 2. Written final examination comprising essay questions (30%) 3. Laboratory exercises on topics assigned by the course instructor (50%) Student evaluation criteria and assignment guidelines in e-class

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
1. Σταμέλος, Γ. - Βασιλόπουλος, Α. (2013), Πολιτικές Διαβίου Μάθησης στο Πλαίσιο της Ευρωπαϊκής Διακυβέρνησης: Η Ελληνική Περίπτωση, Διόνικος, Αθήνα. [SEP]
2. Σταμέλος, Γ. - Βασιλόπουλος, Α. (2004), Ευρωπαϊκή Εκπαιδευτική Πολιτική, Μεταίχμιο, Αθήνα. [SEP]
3. Πασιάς, Γ. (2006), Ευρωπαϊκή Ένωση και Εκπαίδευση: Θεσμικός Λόγος και Εκπαιδευτική Πολιτική (1950-1999), Gutenberg, Αθήνα. [SEP]
4. Τσαούσης, Δ. (2007), Η Εκπαιδευτική Πολιτική των Διεθνών Οργανισμών: Παγκόσμιες και Ευρωπαϊκές Διαστάσεις, Gutenberg, Αθήνα
5. Παπαδιαμαντάκη, Π. (2017), Το Πανεπιστήμιο και οι πολιτικές για την Κοινωνία τρης Γνώσης, Gutenberg, Αθήνα

11. Sociology of Education (Y12)

Nikos Fotopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y12 **SEMESTER** 3
COURSE TITLE	SOCIOLOGY OF EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4

COURSE TYPE	General background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP281/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

By the end of the course, students will be able to:

- Analyze the current educational practices according to the sociological rules and methods
- Interpret the content of educational practices through the current educational apparatuses
- Understand the complexity of the educational practices
- Create a systemic approach of the educational practices
- Explain the function of the human relationships through the educational systems

- Understand the basic sociological theories in connection with the dominant educational practices

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

- Criticism and self-criticism
- Adapting to new situations
- Team work
- Production of new research ideas
- Showing social and professional responsibility
- Critical thinking and re-thinking

3. **SYLLABUS**

The course consists of the following modules:

Module 1: Introduction to Sociology of Education

Module 2: Basic Sociological Theories

Module 3: Basic Sociological Theories

Module 4: Education and Society

Module 5: Educational Inequalities

Module 6: Educational inequalities

Module 7: Educational Policy and Sociology

Module 8: Educational Policy and Sociology

Module 9: Educational Strategies and Social Context

Module 10: Educational Practices and Social Context

Module 11: Cultural Issues and Education

Module 12: Cultural Issues and Education

Module 13: Revision

4. TEACHING and LEARNING METHODS - EVALUATION

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

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

Activity	Semester workload
Lectures	39
Study and analysis of bibliography	6
Project preparation (case study)	15
Study of the course material	40
Course total	
Course total :	100

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	open-ended questions problem solving, written work, essay/report, The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Blackledge D. & Hunt B. (2004), *Sociology of Education*, Athens: Metehmio (In Greek).
Fischer L. (2006), *School Sociology*, Athens: Metehmio (In Greek).
Kantzara B. (2008),*Education and Society*, Athens: Polytropon. (In Greek).
Fragkoudaki A. (1985), *Sociology of Education*, Athens: Papαzisis (In Greek).
- Related academic journals:
American Journal of Education
British Journal of Sociology of Education
Ελληνική Κοινωνιολογική Επιθεώρηση
Folder with additional materials prepared by the tutor

12. Principles for the Design of Educational Programmes and Learning Materials (Y34)

Kostas Dimopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y34 **SEMESTER** 2
COURSE TITLE	PRINCIPLES OF DESIGNING EDUCATIONAL COURSES AND LEARNING MATERIALS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6	8

COURSE TYPE	General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP316/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

By the end of the course, students will be able to:
- Describe the essential structural elements of a comprehensive educational course
- Identify the prerequisites for the successful implementation of an educational course
- Realize the effect of various factors (i.e. ideological, social, political) in designing

- and implementing educational courses
- Design short courses especially in the field of non formal education
- Design and implement various methodological approaches for evaluating educational courses
- Realize the advantages and disadvantages of using various kinds of learning materials under specific education circumstances
- Set design requirements of a learning material on the basis of the educational characteristics of the course in which it will be used
- Identify the special expressive affordances of different communication codes involved in the development of a learning material (written language, still and moving images, sound)
- Design and develop samples of learning materials for courses of specific characteristics

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

Decision making

Independent work

Group work

Design and management of tasks

3. **SYLLABUS**

The course consists of the following modules:

Part A: Designing educational courses

Module 1: What an educational course is? (week 1)

Module 2: What are the basic types of educational courses? (week 2)

Module 3: Models for designing educational courses and influencing factors (week 3)

Module 4: Educational needs assessment and skills gap analysis procedure (week 4)

Module 5: Stating expected learning outcomes in an educational course: The knowledge domain (week 5)

Module 6: Stating expected learning outcomes in an educational course: The skills and attitudes domains (week 6)

Module 7: Teaching techniques and design of learning activities (weeks 7 & 8)

Module 8: Students' assessment (week 9)

Module 9: Models of educational courses evaluation (week 10)

Module 10: The role of the material infrastructure in the design of educational courses (week 11)

Module 11: Costing an educational course (week 12)

Module 12: Revision of the key parts of this part of the course (week 13)

Part B: Designing learning materials

Module 1: The notion of learning material and its various types (week 1)

Module 2: Pedagogic models for designing learning materials (weeks 2 & 3)

Module 3: The role of linguistic code in designing learning materials (week 4)

Module 4: The role of visual images in designing learning materials (weeks 5 & 6)

Module 5: The combination of the linguistic code with the visual images in designing learning materials (week 7)

Module 6: Incorporating orientation, navigation and access features for facilitating the study of a learning material (week 8)

Module 7: Designing printed and digital learning materials for distance learning (weeks 9 & 10)

Module 8: Multimodal and interactive learning materials (week 11)

Module 9: Evaluating learning materials (week 12)

Module 10: Revision of the key parts of this part of the course (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with*	Yes (use of the e-class platform), web based search for examples of "good practice".

students	

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Lectures	78
	Short assignments	10
	Study and analysis of bibliography	12
	Project preparation	20
	Study of the course material	80
	Course total	***200***

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Short assignments (15%) Project (development of an educational course with its associated learning material) (25%) Final exams (60%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

Koulaidis, V. & Tsatsaroni, A. (eds) (2010). *Pedagogic practices: Research and Educational Policy*. Athens: Metaixmio (in Greek)

Flouris, J. (2005). *Curricula for a new age in education*. Athens: Gregoris (in Greek)

Kapsalis, A. & Charalambous, D. (2008). *School textbooks: Institutional evolution and contemporary problems*. Athens: Metaixmio (in Greek)

Koulaidis, V., Dimopoulos, K. Sklaveniti, S. & Christidou, V. (2002). *The texts of techno-science in the public domain*. Athens: Metaixmio (in Greek)

Mponidis, K. (2004). *The content of school textbooks as a research field. Longitudinal*

study of the relevant research and methodological approaches. Athens: Metaixmio (in Greek)

Educational Media International
https://www.tandfonline.com/toc/remi20/current
Journal of Curriculum Studies
(http://www.tandfonline.com/toc/tcus20/current#.U7pUAkD5M0U)
Folder with additional materials prepared by the tutor

13. Informal and Non-formal Education - Lifelong Learning (Y15)

George Bagakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y15 **SEMESTER** 3
COURSE TITLE	FORMAL AND NON-FORMAL EDUCATION - LIFELONG LEARNING

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4

COURSE TYPE	General background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will:
- Have the ability to critically consider the different approaches of significant organizations of Lifelong Education
- Have the ability to delimit and approach critically Informal, Non-formal, Lifelong Learning and Adult Education
- Have knowledge of different models of Lifelong Education
- Have knowledge of the evolution of Lifelong Education and of Adult Education

- To become familiarized with the peculiarities of the framework of the Informal, the Non-formal, the Lifelong Learning and of Adult Education
- To emerge the different approaches of organizations such as UNESCO, OECD or unions of states such as the European Union in the previous referred forms of Education.
- To distinguish the differences among Formal, Non-Formal, Lifelong Learning, Adult Education
- To be informed about the providers of the previous forms of Education
- To understand the models of the previous forms of Education
- To get accustomed with the evolution of Lifelong Learning and Adult Education

3. **SYLLABUS**

The course consists of the following modules:

Module 1: Framework and course contract. Introductory for the course (week 1)

Module 2: Framework and contemporary issues of new forms of Education 1 (week 2)

Module 3: Framework and contemporary issues of new forms of Education 2 (week 3)

Module 4: Concepts and typologies useful for Life Long Education and Learning 1 (week 4)

Module 5: Concepts and typologies useful for Life Long Education and Learning 2 (week 5)

Module 6: Adult Education 1(week 6)

Module 7: Adult Education 2 (week 7)

Module 8: Presentation of assignments1 (week 8)

Module 9: Life Long Education and Learning 1 (week 9)

 Module 10: Life Long Education and Learning (week 10)

Module 11: Reports and leading organizations of Life Long Education and Learning (week 11)

Module 12: External presenter or study visit (week12)

Module 13: Presentation of assignments 2(week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform)
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>36</td></tr><tr><td>Assignments</td><td>15</td></tr><tr><td>Study and analysis of bibliography</td><td>19</td></tr><tr><td>Preparation for exams</td><td>30</td></tr><tr><td>Course total</td><td>***100***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,*	• Written final examination • optional assignments which are to be delivered and presented by the students The assessment criteria are fully aligned with the expected learning outcomes of the course.

public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

Jarvis, P. (2004) *Συνεχιζόμενη Εκπαίδευση και Κατάρτιση*, Μεταίχμιο, Αθήνα.
UNESCO (1999) *Εκπαίδευση. Ο θησαυρός που κρύβει μέσα της*, Gutenberg, Αθήνα.

- Relevant links
- Relevant journals
- Folder with additional materials prepared by the tutor

14. Introduction to Social Policy (Y16)

Dimitrios Venieris

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y16 SEMESTER 1
COURSE TITLE	INTRODUCTION TO SOCIAL POLICY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core compulsory (special background)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP112/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

By completing this course students are expected to be able to:

- critically analyze/synthesize key concepts and different approaches of Social Policy

- understand/analyze the role of Social Policy in social, historical, political and economic terms

- describe/compare different Social Policy Regimes

- understand the formation and assess the impact of social policies

- explain if and to what extent social policy can face social needs in the era of globalization and of the capitalist economy

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- 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
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The aim of this course is analyze the principles, values and concepts in social policy and the aims of social policies covering different theoretical approaches and major questions in Social Policy. Students will be expected to understand/explain these different approaches and to assess their implications from the perspective of different disciplinary and ideological traditions.

3. SYLLABUS

Short description

This is a course focused upon the major theoretical aspects of Social Policy and elaborates on the fundamental concepts, values and principles of this academic discipline. Using an inter-disciplinary analysis, the debate is concerned with those aspects of the economy, society, politics and polity that are necessary to individual and social welfare and the means by which they can be provided. The study of Social Policy is designed to reflect on the ways in which different societies have developed ways of social intervention to meet basic needs, or have failed to do so. This is a course designed to analyze the role and the aims of social policy, to discuss its multi-disciplinary nature as an academic field, to raise the fundamental questions in relation to social, fiscal and occupational welfare. The seminars include lectures about the problems of redistributive justice and ethical issues in social policy, the assessment and the effects of social policies, concepts of need, equality, justice, rights, citizenship.

The course consists of the following modules:

Module 1 (week 1-3): Social Policy - concepts and conceptions

Module 2 (week 4-5): Social Policy -values and principles

Module 3 (week 5-6): Social Policy - fields and methods

Module 4 (week 7-8): The Welfare State

Module 5 (week 9): Welfare ideologies

Module 6: (week 10):Welfare models

Module 7 (week 9-10): Social Policy and the Economy

Module 8 (week 10-11): Social Policy and Social Rights

Module 9 (week 12): Social Policy and Social Justice

Module 10 (week 13): Social Policy and Citizenship

Revision (week 14) (provisionally) Discussion-Evaluation

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of e-class, additional references, electronic communication

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. he student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	39
	Study and analysis of bibliography	20
	Essay writing	15
	Examination preparation	26
	Course total	*100*

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | • Written test in the middle of the semester (no impact on final results)
• Essays/reports/presentations (20%)
• Final written examination (80%).

The assessment criteria are fully aligned with the expected learning outcomes of the course. |

3. SUGGESTED BIBLIOGRAPHY

Βενιέρης Δ. (2015), *Κοινωνική Πολιτική - Έννοιες και Σχέσεις,* Αθήνα: Τόπος.

Baldock J., Manning N., Miller S., Vickerstaff S. (1999), *Social Policy,* Oxford University Press, Oxford.

Βενιέρης Δ. (2013), *Ευρωπαϊκή Κοινωνική Πολιτική και Κοινωνικά δικαιώματα: Το Τέλος των Ύμνων*, Τόπος, Αθήνα.

Dean H. (2012), *Social Policy,* 2nd edition, Polity, Cambridge.

Esping-AndersenC. (2014), *Οι Τρεις Κόσμοι του Καπιταλισμού της Ευημερίας,* Τόπος, Αθήνα (αγγλική έκδοση 1990).

Esping-AndersenG, GallieD., HemerijckA., MylesJ. (2006)*, Γιατί Χρειαζόμαστε ένα Νέο Κοινωνικό Κράτος,* Διόνικος, Αθήνα.

Σακελλαρόπουλος Θ., Οικονόμου Χ., Σκαμνάκης Χ., Αγγελάκη Μ. (επιμ) (2018), *Κοινωνική Πολιτική,* Αθήνα: Διόνικος.

Titmuss R. M. (1974), *Social Policy: An Introduction,* Allen & Unwin, London (διαθέσιμο στο διαδίκτυο).

-Related academic journals (on line):

Journal of Social Policy, Social Policy Association, Cambridge University Press, UK

Social Policy and Administration

Κοινωνική Πολιτική, Επιστημονική Εταιρεία Κοινωνικής Πολιτικής).

15. European Social Policy (Y17)

Dimitrios Venieris

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCE
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y17 **SEMESTER**
COURSE TITLE	EUROPEAN SOCIAL POLICY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core compulsory (special background)
PREREQUISITE COURSES:	Introduction to Social Policy
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP127/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

By completing this course students are expected to be able to:

- critically analyze/synthesize key concepts and relations of European Social Policy
- understand/analyze the supranational role of European Social Policy in social,

historical, political and economic terms

- describe/compare different European Social Policy approaches and regimes

- understand the formation and assess the impact of European social policies

- explain if and to what extent a 'Social Europe' can tackle the social problems of the European society in the context of global capitalism

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- 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
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The aim of this course is to help students understand basic concepts, different theoretical approaches and open questions in European Social Policy Analysis today as well as to make them familiar with institutional, economic and historical aspects of the process of European Integration.

3. SYLLABUS

Short description

This is a course focused upon the major theoretical aspects of European Social Policy and elaborates on the fundamental concepts, values and principles of this innovative academic discipline. Using an inter-disciplinary analysis, the debate is concerned with those aspects of the European economy, society, politics and polity that are necessary to individual and social welfare and the means by which they can be provided. This is a course designed to analyze the role and the need for and the aims of European Social Policy, to discuss its multi-disciplinary and very complex nature, to raise the fundamental questions in relation to Social Europe. The seminars include lectures about the reasons for the underdevelopment of European Social Policy, it's challenges and prospects, the assessment and the effects of European social policies, the need for establishing a European citizenship.

The course consists of the following modules:

Module 1 (weeks 1-3): European Social Policy - concept, nature, aims

Module 2 (week 4):European Social Policy and European Social Rights

Module 3 (week 5): European Social Policy - fields and policies

Module 4 (week 6): European Social Policy and European Integration

Module 5 (week 7): The Social Policy of the European Union

Module 6: (week 8):The Social Policy of the Council of Europe

Module 7: (week 9-10): The fields of European Social Policy

Module 8: (week 10-11): The deficits of European Social Policy

Module 9: (week 12): The prospects and challenges of European Social Policy

Module 10: (week 13): European Citizenship

Revision (week 14) (provisionally) Discussion - Evaluation

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face lecture
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	e-class , additional references, electronic communication

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Study and analysis of bibliography	20
	Essay writing	15
	Examination preparation	26
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• Written test in the middle of the semester (no impact on final results) • Essays/presentations (20%) • Final written examination (80%). The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. SUGGESTED BIBLIOGRAPHY

- Βενιέρης Δ. (2013), *Ευρωπαϊκή Κοινωνική Πολιτική και Κοινωνικά Δικαιώματα: Το Τέλος των Ύμνων*, Τόπος, Αθήνα.

- Esping-Andersen, G. (1999), *Social Foundations of Post-industrial Economies*, Cambridge University Press, New York.

- Ferrera, M. (2005) *The Boundaries of Welfare: European Integration and the New Spatial Politics of Social Protection*, Oxford University Press, Oxford.

- Hantrais L. (2007) *Social Policy in the European Union,* Macmillan, Basingstoke.

- Hemerijck A. (2011), *Changing Welfare States*, Oxford University Press, Oxford.

- Leibfried, S. - Pierson, P. (eds) (1995), *European Social Policy: Between Fragmentation and Integration*, Brookings Institute, Washington, DC.

- Marlier, E. - Natali, D. (eds) with Van Dam, R. (2010*), Europe 2020: Towards a More Social EU?,*P.I.E. Peter Lang, Brussels.

- Σακελλαρόπουλος, Θ. (2011) (επιμ), *Η κοινωνική πολιτική της Ευρωπαϊκής Ένωσης*, Διόνικος, Αθήνα.

- Σακελλαρόπουλος Θ., Οικονόμου Χ., Σκαμνάκης Χ., Αγγελάκη Μ. (επιμ) (2018), *Κοινωνική Πολιτική,* Αθήνα: Διόνικος.

-Related academic journals (online).

Journal of European Social Policy, Cambridge University Press, UK

Κοινωνική Πολιτική, Επιστημονική Εταιρεία Κοινωνικής Πολιτικής

Journal of Social Policy, Social Policy Association, Cambridge University Press, UK

Social Policy and Administration

16. Economic Analysis of Social Policy (Y18)

Maria (Mary) Geitona

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y18	**SEMESTER**	4
COURSE TITLE	ECONOMICS OF SOCIAL POLICY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	general and special background	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES in English	
COURSE WEBSITE (URL)	https://eclass.uop.gr	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course aims at offering students the opportunity

• To acquire substantial knowledge in Welfare Economics

• To familiarize themselves with international literature on the topic

• To analyze and understand contemporary social, economic and political phenomena

By the end of this course, students are expected to :

- Understand and analyze the principles of social policy
- Demonstrate knowledge on the basic concepts of welfare economics and public policies
- Learn and understand the function of free market economy and market failure
- Learn and describe the dominant social policy mechanisms at EU and national level

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

Research and analysis of data and information

Independent and team work

Production of new research ideas

Project planning and management

Production of free, creative and inductive thinking

Comments, Discussion and Criticism

3. SYLLABUS

Short description

The course focuses on the basic theory of social policy, welfare economics, the principles of public policies and their scope. Historical, political and economic background is presented across the expansion of welfare state in Europe, EU and Greece.

The course consists of the following modules:

1. Theoritical background of Social Policy
2. Welfare state economics
3. Welfare state history, implementation and expansion
4. Welfare state principles and characteristics.
5. Founders /influencers of social policy and economics
6. Equity, efficiency and social justice
7. Welfare economics and school of thoughts
8. Maximization of social benefit / social surplus
9. Economic analysis and estimation of social costs (workshop)
10. Social and economic indicators, use of prices /shadow prices
11. Social distribution and socioeconomic inequalities
12. Methods and tools of socioeconomic inequalities measurement
13. Conclusions, further reading

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching (ppt., internet sites, digital material, databases etc.)** **Use of the e class platform** **Use of the email**

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing,*		
	Activity	**Semester workload**
	Lectures /Workshops	45/65
	project, essay writing (optional)	35
	Literature review	20
	Course total	**100**

artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student assessment includes: I. Written final exam including multiple choice questions or/and in Departmenth analysis of a specific theme (60- 80%) II. Writing and/or oral presentation of a specific work (optional) (20%) III Participation in lectures/workshop (10-20%) Erasmus students are assessed on the basis of a written assignment in English and a presentation in class.

5. ATTACHED BIBLIOGRAPHY

Books
1. Venieris D. (2013), European Social Policy and Social Rights. Topos Editions, Athens.
2. Lytras A, Souliotis K. (2004), Exclusions in Globalization: Social Policy Issues. Papazissis Editions, Athens.
3. Yfantopoulos J, Balourdos D, Nikolopoulos K.(2009), Economic and social dimensions of welfare state. Gutenberg, Athens.
4. Blekemore K.(2003) Social Policy. Open University Press, NY
5. Atkinson A.(2017) Inequality: What can be done? Patakis Editions, Athens

Journals (in Greek):
1. Vima Koinonikon Epistimon, University of Thessaly
2. Social Cohesion and Development, Athens

Folder with additional materials prepared by the tutor

17. Labour Market and Employment Policies (Y30)
Andreas Feronas

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	**Y30** · **SEMESTER** **2**
COURSE TITLE	LABOUR MARKET AND EMPLOYMENT POLICIES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/Einglish
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP315/

2. LEARNING OUTCOMES

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

By the end of this course, students are expected to acquire the following:

Knowledge
• Understand and analyze how the labor market works from a sociological point of view

• Demonstrate knowledge of the basic concepts and categories of the labor market and employment policies
• Learn and describe the dominant employment policies at European and national levels

Skills
• Apply basic concepts and theories of the labor market and employment policies to specific empirical examples
• Evaluate critical texts, reports and policy proposals for the labor market

Abilities
• Compare and evaluate the effectiveness of alternative policies in the field of the labor market and employment policies
• Take responsibility for collecting and processing research data on the labor market and employment policies

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

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

Search, analyze and synthesize data and information, using the necessary technologies
•Decision making
• Autonomous work
•Teamwork
• Design and project management
• Promoting critical and creative thinking

3. SYLLABUS

Short description
This course offers a sociological approach to the labor market. This implies a view of the labor market as a social institution, that is, an institution deeply embedded in the wider socioeconomic context of each society. According to this view, the labor

market can't be assimilated to the product market, as it is not only shaped by supply and demand (orthodox economic approach) but by the interaction between different socio-economic factors (culture, ideology, institutions, power, laws and rules, etc.). This approach will be the theoretical starting point for a critical analysis of the prevailing employment policies developed over the last decade in the European Union and Greece, as well as an assessment of their effectiveness in increasing employment and combating unemployment. Particular emphasis is placed on the current challenges facing the labor market (e.g. globalization, transition to the post-industrial society, European integration, immigration, demographic aging, etc.), the impact of crisis on the labor market (unemployment and long-term unemployment, precarious employment, in work poverty, etc.) as well as the main policy trends and reforms promoted in recent years at both European and national level to deal with them.

The course consists of the following modules:
1. The sociological approach to the labor market (week 1)
2. Basic concepts and institutions in the labor market (week 2)
3. Employment policy as a main field of social policy (labor as a social right, basic source of income, social status and well-being) (week 3)
4. Social protection against unemployment (unemployment benefits and welfare benefits) (week 4)
5. Active employment policies (types and evaluation) (week 5)
6. Employment protection legislation (week 6)
7. Welfare state regimes and labor market policies (week 7)
8. Contemporary challenges for the labor market (globalization, European integration, post-industrial society, demographic aging, migration, etc.) (week 8)
9. The employment situation in the EU (week 9)
10. The EU employment policy (The European Employment Strategy and Flexicurity) (week 10)
11. Labour market and employment policies in Greece (week 11)
12. Economic Crisis and Labor Market: Impacts and Reforms (week 12)
13. Synopsis (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	FACE TO FACE	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• **Use of ICT (Power Point and Internet) in Teaching.** • **Support the learning process through the e-class**	
TEACHING METHODS *The manner and methods of teaching are described in detail..*	*Activity*	*Semester workload*
	Lectures	39

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Study and analysis of course material and bibliography	35
	Short assignments	18
	Presentation preparation	8
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Short assignments and presentation in the classroom (30%) Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

- Suggested textbooks :
Karamessini M. & Kouzis G. (eds.) (2005*), Employment Policy. Field of Conjunction of Economic and Social Policy*, Athens: Gutenberg, (In Greek).
Dedousopoulos, A. (2004) *The Crisis in the Labor Market. Configuration-Flexibility-Dismantling. Theories of Unemployment*, First Volume, Athens: Typothito-Dardanos (In Greek)
- Related academic journals:
1. IZA Journal of Labor Policy, http://www.izajolp.com/
2. Journal of European Social Policy, http://esp.sagepub.com/

Folder with additional materials prepared by the tutor

18. Individual and Social Rights (Y21)
Xenophon Paparrigopoulos

COURSE OUTLINE

1. **GENERAL**

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y21	**SEMESTER**	4

COURSE TITLE	INDIVIDUAL AND SOCIAL RIGHTS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. **LEARNING OUTCOMES**

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

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

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

- familiarisation with the concept, scope and normative basis of fundamental human rights, social rights and freedoms.
- development of an understanding of the function of fundamental civil and social rights within the context of contemporary societies which operate both under a principle of social redistribution and under the traditional rule of law principles.
- Increased sensitivity towards issues of social justice and ethics.

General Competences

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

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

- Working in an international environment
- Respect for difference and multiculturalism
- Respect for the natural environment
- Sensitivity to gender issues
- Criticism and self-criticism

3. **SYLLABUS**

Short description

The course presents the concept, importance and distinctions of the rights guaranteed

by the Constitution; the history and development of our understanding of individual and social rights; the functions and protection of individual and social rights in the modern state; the types of rights; equality and personal freedom; fundamental individual rights; fundamental social rights; social rights in times of crisis

Course structure

1. Purpose/nature/limitations/ general overview of the catalogue of rights	**A.M.Pantelis**, Handbook of Constitutional Law, 3rd edition, (Livanis 2016) [in Greek] par. 449-465 **D. Tsatsos,** Constitutional Law, volume 3 – Fundamental Rights (Sakkoulas pbl. 1987) Chapters A & B [in Greek]	e-class PowerPoint presentation
2. The value of man	**A.M. Pantelis** (op.cit) **K. Chrysogonos**, Individual and Social Rights, 4th edition (Nomike Bibliotheke publ., 2017) [in Greek] **F. Spyropoulos/ X. Kontiades/Ch. Anthopoulos/G. Gerapetritis**, The Constitution – Commentary (Sakkoulas publ., 2017) [in Greek]	Same as above (PP)
3. Equality	As above	PP
4. Personal freedom	As above	PP
5. Personal security/ protection of the physical and psychic integrity of the person	As above	PP
6. Freedom of movement, choice of domicile and information	As above	PP
7. Privacy and communication	As above	PP
8. Economic liberty	As above	PP
9. Freedom of expression and the press	As above	PP
10. Education/art/science	As above	PP

11. The protection of marriage and motherhood	As above	PP
12. The right to health	As above	PP
13. Social security and protection	As above	PP

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Communication with students by e-mail
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>20</td></tr><tr><td>Independent study</td><td>41</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>*100*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or*	Final examination at the end of the semester

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

5. ATTACHED BIBLIOGRAPHY

Α.Μ.Παντελή, Εγχειρίδιο συνταγματικού δικαίου, 3η έκδ., Λιβάνης 2016

Δ. Τσάτσος, Συνταγματικό Δίκαιο, τόμος 3ος , Θεμελιώδη δικαιώματα, Σάκκουλας 1987 (Κεφάλαια Α και Β)

 Χρυσόγονος Κ., Ατομικά και κοινωνικά Δικαιώματα, 4η εκδ., Νομική Βιβλιοθήκη 2017

Φ. Σπυρόπουλος/ Ξ. Κοντιάδης/ Χ. Ανθόπουλος/ Γ. Γεραπετρίτης, Σύνταγμα – Κατ' άρθρο ερμηνεία, εκδ. ΣΑΚΚΟΥΛΑ 2017.

19. Basic principles of consultancy and team management (Y23)

Despina Tsakiris

COURSE OUTLINE

1. **GENERAL**

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	Y23 **SEMESTER** 3
COURSE TITLE	BASIC PRINCIPLES OF CONSULTANCY AND TEAM MANAGEMENT

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course,* **write** *the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. **LEARNING OUTCOMES**

Learning outcomes *The learning outcomes of the course, the specific knowledge, skills and competences of the appropriate level that the students will acquire after the successful completion of the course are described* *Refer to Appendix A.* • *Description of the level of learning outcomes for each course of study in accordance with the Qualifications Framework of the European Higher Education Area* • *Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B* • *Learning outcomes Writing Guide*
By the end of the course, students will be able to: • Be aware of the social and economic phenomena that contributed to the development of the advisory process and to distinguish its objectives. • Distinguish the role of the counselor in relation to the role of the psychotherapist, psychiatrist and psychoanalyst.

- Describe the stages of interview development and substantiate their importance.
- Spot the difference between an interview that unfolds in the above-mentioned context and other structured conversations.
- Describe and distinguish on the basis of the principles, methods and role of the counselor, the three approaches of counseling (psychodynamic, person-centered, behavioral).
- Reflect on the importance of each approach based on its particular characteristics.
- Identify the five (5) categories of groups and be able to identify their key features and the way they work.
- Be aware of the principles upon which the major scholars of the groups founded their theory.
- Describe the phenomena that govern the operation of a primary team and to distinguish their effects both on the way the team operates and on its work.
- Be aware of the core competencies and skills of the group coordinator and reflect on their importance.

The acquired skills are related to:
- *The exercise of comparative skill in the context of a differential psychological approach to the consultation process.*
- *Familiarizing with the techniques of conducting the interview in counseling.*
- *Identifying, in the context of everyday life, various forms of aggregation that function as a group.*
- *Observing the phenomena that govern the operation of specific groups.*
- *Familiarisation with decision making techniques.*
- *Familiarisation with team coordination techniques.*

General Competences

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

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

•Work in an interdisciplinary environment
• Teamwork

•Decision making
• Autonomous work
• Exercise of criticism and self-criticism.
• Promote free, creative and inductive thinking
• Respect for diversity and multiculturalism.
• Demonstrate social, professional and ethical responsibility and gender awareness

3. **SYLLABUS**

Aims of the course:
The course
• Provides students with basic knowledge that contributes to the understanding of the theoretical approaches of the consultation process.
• Provides knowledge that contributes to the understanding of the skills and competences required for conducting an interview as a key tool in the consultation process.
• Provides students with the conceptual tools that allow the analysis of the way teams work and the understanding of the phenomena that govern the course of development of the primary groups in the course of an action

The course develops in two thematic units:
• Theoretical approach to the consultation process with an emphasis on the presentation and analysis of the appearance and development of the advisory process and the conditions for exercising it
• Study of the characteristics and function of the five categories of the groups (Anzieu, Martin) and the core scholars of the groups. Emphasis is given on the primary groups and the phenomena encountered in the functioning of these groups concerning decision making, influence, emotions as well as the role of the coordinator in the management of the groups.

The course consists of the following modules:
I. THE THEORETICAL APPROACH TO THE ADVISORY PROCEDURE
Module 1: Introduction to the Counseling process (purpose, conditions, types)
Module 2: Theories Used in the Counseling Process : Psychodynamic theory
Module 4: Theories Used in the Counseling Process: Person-centered theory
Module 5: Theories Used in the Counseling Process: : Behavioral theory
Module 6: The interview as a key tool of the consultation process
 Module7: Team Advisory: (Display and development, target groups, goals, conditions)

II. MANAGEMENT OF THE GROUPS
Module 8 :Conceptual identification of group and group categories
 Module 9 : Major team scholars: Gustave Le Bon, Sigmund Freud, Elton Mayo, and Kurt Lewin

| Module 10: Making a decision in the group |
| Module 11: Conflicts in the group |
| Module 12: Influence and emotion within the group |
| Module 13: Coordination of teams: Coordinator's functions and coordination techniques |

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of ICT in presenting the lessons • Communicating with the students through the e-class platform of the course • Communicating with students via email

TEACHING METHODS

The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are written as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	**39**
Autonomous study	**61**
Course total	*100*

STUDENT PERFORMANCE EVALUATION

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

Written examination at the end of the semester to examine knowledge (50%) and critical skills (50%) Evaluation criteria:

1. Understanding the theoretical concepts taught
2. Differential understanding of the taught theoretical approaches
3. Documentation of knowledge using examples
4. Enhancement of critical capacity through appropriate questions

The evaluation criteria are on the e-class platform of the course

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

5. ATTACHED BIBLIOGRAPHY

Γεωργίου, Σ. (2003) *Εκπαιδεύοντας ψυχολόγους στη συμβουλευτική*, Αθήνα: Ελληνικά γράμματα.

Freud, S, (1999) *Τρεις πραγματείες για τη θεωρία της σεξουαλικότητας*, Αθήνα: PRINTA

Freud, S, (1992) *Ψυχοπαθολογία της καθημερινής ζωής*, Αθήνα: Επίκουρος

Μακλόκλιν, Μ. (2001) *Ψυχοδυναμική συμβουλευτική*, Αθήνα : Καστανιώτης

Ναυρίδης, Κ. (2005). *Ψυχολογία των Ομάδων. Κλινική Ψυχοδυναμική Προσέγγιση.* Αθήνα: Παπαζήσης.

Rogers, R.C (1970). *Ομάδες συνάντησης*, Αθήνα: Δίοδος.

Rogers, C. (2004). *Προσωποκεντρική συμβουλευτική : θεωρία, έρευνα και εφαρμογές*, (Επιμέλεια Κοσμόπουλος) Αθήνα: Τυπωθήτω

Blanchet, A. - Trognon A. (2002). «Ψυχολογία των ομάδων – Θεωρητικές προσεγγίσεις και εφαρμογές των ομαδικών μοντέλων», Αθήνα: εκδ. Σαββάλας.

21. Quantitative Methodology (Y35)

Christos Koutsampelas

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	POSTGRADUATE
COURSE CODE	Y35

COURSE CODE	Y35	**SEMESTER**	4

COURSE TITLE	QUANTITATIVE METHODOLOGY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	8
Laboratory exercises and applications	3	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory course
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP202/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The course introduces students to applied statistical techniques and research methodology for social sciences using the latest version of SPSS software. On completion of this course, students will be able to:

- Apply quantitative methodology in a wide array of social and educational

research topics.
- Use statistical software for organising, handling and analysing data.
- Acquire hands-on experience on real datasets.
- Develop skills and knowledge that are broadly transferrable across subject areas in social sciences.
- Develop a critical understanding of statistical concepts and on how they are usually applied on social sciences.
- Present, interpret and critically assess quantitative analyses in the fields of social and educational research.
- Conduct critical literature review and construct research questions.
- Choose appropriate methodological approaches for answering a research question.
- Organise and develop their own research studies.

General Competences

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

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

1. Search for, analysis and synthesis of data and information, with the use of the necessary technology.
2. Working independently and in groups
3. Decision-making
4. Production of new research ideas

3. SYLLABUS

Short description

The course aims to bridge statistical theory with practice by bringing students into contact with useful applications of statistics in the fields of social and educational research. At the same time, students are acquainted with the management of quantitative data through statistical software as well as with the methodology of

empirical studies.

Specifically, students are introduced into basic tools of quantitative analysis such as basic descriptive statistics (central tendency and dispersion measures, graphical representation of data), correlation coefficients, t-test, chi-squared test, simple and multiple linear regression, analysis of variance as well as other forms of multivariate analysis. The course is developed with the use of the Statistical Package for Social Sciences (SPSS) in conjunction with examples from social and educational research. Emphasis is placed on the understanding and interpretation of the statistical outcomes as well as in the active participation of students in the analysis of the data.

In parallel, the course also aims at developing skills related to the organization, methodological design and presentation of research in the fields of social and educational research, mainly by using quantitative analysis. In particular, methods of literature review, formulation of research questions / assumptions, sampling and data collection are presented and discussed in the class. Moreover, the advantages and disadvantages of quantitative, qualitative and mixed approaches, validity and reliability of data are discussed as well as the construction of research tools using SPSS.

Finally, emphasis is placed on conducting a pilot study by the students themselves as well as on the written and oral presentation of the research results that will emerge.

The course develops in 26 lectures (including laboratories).

1. Basic principles I (definitions, sample-population, distinction between descriptive and inference statistics)
2. Basic principles II (notion and types of variables, data collection)
3. Descriptive statistics
4. Introduction to SPSS
5. Descriptive statistics: applications in the laboratory
6. Graphical representation of data
7. Graphical representation of data with the use of software
8. Introduction to statistical inference I (the t-test)
9. Statistical inference and applications in the laboratory I
10. Introduction to Statistical Inference II (chi-square test)
11. Statistical inference and applications in the laboratory II
12. Linear regression I
13. Linear regression II
14. Linear regression: Examples and applications in social and educational research I
15. Linear regression: Examples and applications in social and educational research II
16. Analysis of Variance
17. Analysis of Variance and applications in the laboratory
18. Quantitative approaches in social and educational research
19. Qualitative and mixed approaches in social and educational research
20. Research problem and literature review
21. Research problem, data collection and management
22. Data analysis and interpretation
23. Research Evaluation
24. Review of basic concepts

| 25. Students' presentations and discussion I |
| 26. Students' presentations and discussion II |

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Lectures delivered with the use of Power Point, Use of e-class for uploading and sharing material, Course activities are organised through the e-class platform.

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Applications in the laboratory	39
	Autonomous study – preparation for final exam	61
	Student Assignment	51
	Preparation of presentations	10
	Course total	***200***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students' evaluation is based on I. Final examination (60% of the final grade) consisting of a combination of short-answer questions and open-ended questions. II. Research essay (40% of the final grade).

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Katsis A., Sideridis G. & Emvalotis A. (2010), Statistical Methods in Social Sciences, Topos, Athens (in Greek).

Roussos P. & Tsaousis I. (2011), Statistics for the Behavioural Sciences with the use of SPSS, Topos, Athens (in Greek).

Creswell J. (2011), Educational Research, Planning, Conducting and Evaluation of Quantitative and Qualitative Research, Ellin/Ion, Athens (translated in Greek).

22. Qualitative Social Research (Y27)

Manos Spyridakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	**Y27** **SEMESTER** 3RD
COURSE TITLE	QUALITATIVE SOCIAL RESEARCH

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP105/

2. LEARNING OUTCOMES

Learning outcomes

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

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

By the end of the course, students will be able to approach:
- - - the acquisition of research skills and techniques for analyzing qualitative social data.
- - methods of collecting qualitative research data
- -theories of qualitative research data.

- • - the definition of the qualitative research
- • - social research schools

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

- • Searching digital academic databases
- • Synthesis and comparison of various information sources
- • Development of research habits and ethos
- • Group work
- • Presentation skills

3. **SYLLABUS**

The course consists of the following modules:
Module 1: The meaning of research (week 1)
Module 2: The meaning of methodology (week 2)
Module 3: The interview (week 3)
Module 4: The fieldwork (week 4)
Module 5: Participant observation (week 5)
Module 6: Visual methods (week 6)
Module 7: Content analysis (week 7)
Module 8: Discourse analysis (week 8)
Module 9: Critical discourse analysis (week 9)
Module 10: Biographic analysis(week 10)
Module 11: Life stories (week 11)
Module 12: Data Analysis Feminism and economy (week 12)
Module 13: Theories of research methods (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	39
	Short assignments	13
	Study and analysis of bibliography	40
	Presentations preparation	8
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Short assignments and presentation in the classroom (30%) Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

- O'Reilly, 2005, Ethnographic methods, London: Routledge
- T.Iosifidis - M.Spyridakis, 2006, Qualititative Reasecrh Mehtods, Athens: Kritiki

23. Research Report Writing (Y26)

Kostas Dimopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	Y26	**SEMESTER**	4
COURSE TITLE	RESEARCH REPORT WRITTING		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/		

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*
By the end of the course, students will be able to: - Recognize the different kinds and the basic characteristics of scientific research in the field of Social Sciences   - Understand the procedures involved so as a scientific publication to be realized   - Identify the basic structural parts of a scientific report (publication)   - Recognize the role each of these structural parts play

- Identify the missing or the erroneous elements from a scientific report
- Use scientific references in a proper way and write them according to the APA style
- Author the abstract, the objectives, the research questions (or hypotheses), the methodological framework, the results and the conclusion-discussion of a scientific report, provided they are given the necessary for doing so information.

General Competences

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

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

- Searching digital academic databases
- Synthesis and comparison of various information sources
- Development of research habits and ethos
- Group work
- Presentation skills

3. **SYLLABUS**

The course consists of the following modules:
Module 1: The meaning of scientific research (week 1)
Module 2: What is a scientific publication and how is it realized? (week 2)
Module 3: The title and the abstract of a scientific publication (week 3)
Module 4: The introduction and the theoretical part in a scientific publication (week 4)
Module 5: Literature review and methodology in a scientific publication (week 5)
Module 6: The methodological part in a quantitative research publication (week 6)
Module 7: The methodological part of a qualitative research publication based on interviews (week 7)
Module 8: Results and conclusion-discussion in a scientific publication (week 8) Module 9: Results presentation in a qualitative research publication (week 9)
Module 10: The role of citations and bibliographical references in a scientific publication (week 10)

| Module 11: General features of structure, style and tone in a scientific publication (week 11) |
| Module 12: Critical reading of a scientific publication (week 12) |
| Module 13: Revision of the key parts of the course (week 13) |

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform)
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Short assignments</td><td>13</td></tr><tr><td>Study and analysis of bibliography</td><td>40</td></tr><tr><td>Presentations preparation</td><td>8</td></tr><tr><td>Course total</td><td>***100***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation*	Short assignments and presentation in the classroom (30%) Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- Bell, J. (2012). How to author a scientific report. Athens: Metaixmio (in Greek) Stamelos, G. (2012). Dissertation writing in social sciences. Athens: Metaixmio (in Greek)
- http://libguides.usc.edu/writingguide/variables
- Folder with additional materials prepared by the tutor

CORE ELECTIVE COURSES

SPECIALISATION IN SOCIAL POLICY

1. Social Policy Planning and Evaluation (ΚΚΠ1)

Dimitrios Venieris

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCE
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΚΠ1

COURSE CODE	ΚΚΠ1	**SEMESTER**	5

COURSE TITLE	SOCIAL POLICY PLANNING AND EVALUATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory (specialised)
PREREQUISITE COURSES:	Introduction to Social Policy European Social Policy
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP317

2. LEARNING OUTCOMES

Learning outcomes

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

course are described.

Consult Appendix A

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

By completing this course students are expected to be able to:

- critically analyze/synthesize key concepts and the theoretical basis of Social Planning
- describe the role of Social Planning as a procedure of rational decision making
- understand/analyze the role of Social Planning towards social justice
- describe/compare different Social Planning techniques focusing upon cost-benefit analysis
- understand the context and the critical role of evaluation in Social Planning

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- 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
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The aim of this course is to help students understand basic concepts, theoretical approaches and the mission of Social Planning and Evaluation. The course presents the main evaluation approaches of social programs, identifies the main components of the "theory of change" in the evaluation of social programs and interprets the usefulness of indicators in the evaluation of social interventions.

3. SYLLABUS

Short description

The course is an introduction to the goals, approaches and main steps for designing, implementing and evaluating social policy. The course clarifies the aim, the specific objectives and the different approaches and methods of social planning and evaluation. Emphasis is put upon the advantages and constraints in evaluating social programs according to certain criteria (feasibility, evaluability, validity credibility) and upon practical examples. In addition, the course compares the advantages and constraints of the main approaches (experimental, goal-oriented, decision-focused, user-oriented and responsive evaluation) in the evaluation of social policies

The course consists of the following modules:

Module 1 (weeks 1-4): Social Planning - theories and values

Module 2 (week 5): Rationing decision making in Social Policy

Module 3 (week 6-7): The procedure of Social Planning

Module 4 (week 8-9): Cost-benefit analysis

Module 5 (week 10): The Social Policy of the European Union

Module 6: (week 11-12):Evaluating Social Policy

Module 7 (week 13): The fields and methods of Social Planning - A critical assessment

Revision (week 14) (provisionally) Discussion - Evaluation

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face lecture
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Eclass platform, additional references, electronic communication
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>20</td></tr><tr><td>Essay writing</td><td>15</td></tr><tr><td>Examination preparation</td><td>26</td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>***100***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,*	• Essays/presentations (30%) • Informal evaluation of the course • Final written examination (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

5. SUGGESTED BIBLIOGRAPHY

- Βενιέρης Δ. (2015), *Κοινωνική Πολιτική - Έννοιες και Σχέσεις,* Αθήνα: Τόπος.
- Herman J.L., Morris L.L. & Fitz-Gibbon C.T. (1987),*Evaluator's Handbook,* Sage, London.
- Esping-AndersenG, GallieD., HemerijckA., MylesJ (2006), *Γιατί Χρειαζόμαστε ένα Νέο Κοινωνικό Κράτος,* Διόνικος, Αθήνα.
- Κασιμάτη Κ. (2002), *Κοινωνικός Σχεδιασμός και Αξιολόγηση,* Gutenberg, Αθήνα.
- Midgley J. & Piachaud D. (eds) (1984), *The Fields and Methods of Social Planning,* Heinemann, London.
- Σακελλαρόπουλος Θ., Οικονόμου Χ., Σκαμνάκης Χ., Αγγελάκη Μ. (επιμ) (2018), *Κοινωνική Πολιτική,* Αθήνα: Διόνικος (σελ..
- Walker A. (1984), *Social Planning,* Basil Blackwell, Oxford (on line).

-Related academic journals (online).

Journal of European Social Policy, Cambridge University Press, UK

Κοινωνική Πολιτική, Επιστημονική Εταιρεία Κοινωνικής Πολιτικής

Journal of Social Policy, Social Policy Association, Cambridge University Press, UK

Social Policy and Administration

Policy, Politics and Society, Cambridge University Press, UK

2. Economic Anthropology (ΚΚΠ16)

Manos Spyridakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΚΠ16 **SEMESTER** 7TH
COURSE TITLE	ECONOMIC ANTHROPOLOGY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP106/

2. LEARNING OUTCOMES

Learning outcomes

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

By the end of the course, students will be able to approach:

- - the concept of economy
- - the concept of anthropology
- - The theoretical approach of the economy
- - comparative analysis of economic systems
- - the notion of social reproduction
- - the gift
- - the Polanynian legacy
- - the relation between economy and social policy
- - distribution and circulation

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Searching digital academic databases
- Synthesis and comparison of various information sources
- Development of research habits and ethos
- Group work
- Presentation skills

3. SYLLABUS

The course consists of the following modules:

Module 1: Introdcuction to economic anthropology

Module 2: Production

Module 3.: Distribution and exchange

Module 4: Consumerism

Module 5: Social reproduction

Module 6: Theories on economy

Module 7: Civilisation, institutions and economy

Module 8: Seminar (in depth analysis)

Module 9: Seminar (in depth analysis)

Module 10: Seminar (in depth analysis)

Module 11: Statistics workshop

Module 12: Statistics workshop

Module 13: Statistics workshop

Module 14: Tutorial on economics terminology

Module 15: Tutorial on economics terminology

Module 16: Tutorial on economics terminology

Module 17: Economy in non-western societies

Module 18: Anthropology of development

Module 19: Anthropology of development

Module 20: Economy in industrial societies

Module 21: Presentations of student assignments

Module 22: Presentations of student assignments

Module 23: Presentations of student assignments

Module 24: Seminar (in depth analysis)

Module 25: Seminar (in depth analysis)

Module 26: Seminar (in depth analysis)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (PowerPoint & the internet) Support of the teaching -learning process through the use of the e-class platform

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	33
Assignment (individual or group)	20
Study and analysis of bibliography	45
Tutorial	9
Seminar	18
Workshop	9
Presentations preparation	9
Preparation for examinations	57
Course total	*200*

STUDENT PERFORMANCE EVALUATION

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

Short assignments and presentation in the classroom (30%)

Final exams (70%)

The assessment criteria are fully aligned with the expected learning outcomes of the course.

criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- S. Narotzky, 1997, New Directions in Economic Anthropology, London: Pluto Press
- M.Spyridakis, 2018, Homo Precarius, Athens: Pedio (in Greek).

3. Health Policy (ΚΚΠ4)

Kyriakos Souliotis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΚΠ4 **SEMESTER** 5
COURSE TITLE	HEALTH POLICY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	6	8
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core elective – Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

Aim

The course aims to:

- Provide postgraduate students with an in Departmenth understanding of key and complex concepts in health and health services;
- Introduce students to the rationale and impetus for health care reform and the need for choice and prioritization in health policy decision making, especially in the context of specific economic, political and social needs;
- Provide students with capabilities to critically analyze individual functions of health care systems, applying principles of cross-functional analysis.

Learning Outcomes

Following the completion of the course, students should:

- Have an in-Departmenth knowledge on health policy and planning issues and challenges and be able to assess specific policy choices in a wider political, economic and societal context;
- Be able to undertake research protocols related to health policy and apply contemporary tools for health policy analysis;
- Be able to propose solutions and advocate for choices in critical health policy issues, based on international best practice and experience.

General Competences

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

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

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

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

- 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
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. **SYLLABUS**

Short description

This course introduces students to basic principles of health and health care services and defines and analyses the factors that influence health policy design and implementation. More specifically, the course discusses the relationship between health needs and health services planning and provision, the peculiarities of the health care market, health care funding models as well as national and international experience with health care reforms. Added emphasis is placed on the theoretical and empirical analysis of the impact of economic environment on population health needs and health systems organization and delivery.

The course also discusses in Departmenth a series of advanced health policy issues, such as health promotion and disease prevention, patient empowerment in health policy decision making, addressing health professionals' ongoing training needs, research and development of new diagnostic and therapeutic tools, pharmaceutical policy, e-health, quality assurance in health services provision etc.

Course structure

1. **Introduction to health**

2. **Determinants of health**

3. **Health inequalities – global health**

4. **Social policy and health**

5. **Health care market**

6. **Health systems I**

7. **Health systems II**

8. **Heath care financing**

9. **Health expenditures analysis**

10. **The Greek health system I**

11. **The Greek health system II**

12. **Health reforms – International trends**

13. **Health reforms in Greece**

14. **Access to care**

15. **Health care services provision**

16. **Health policy priorities and decision-making process**

17. **Health services evaluation**

18. **Short research essays**

19. **Παράγοντες αποτυχίας των μεταρρυθμίσεων στην υγεία**

20. **Case study I: primary health care**

21. **Case study II: pharmaceutical care**

22. **Case study III: health insurance**

23. **Proposals for health system reform I**

24. **Proposals for health system reform II**

25. **Short research essays evaluation**

26. **Q&A**

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Course presentations are in PowerPoint format and are made available to students throughout the semester. Students are also requested to familiarize themselves with e-health applications and tools and with the analysis of national and international health policy databases, such as health statistic reports, patient registries etc. The course commences with general issues, introductory to health policy, and progresses to discuss specific sectoral health policies. Support of the learning process through e-class.

TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	78
Seminars	24
Bibliography Study and Analysis	38
Method Analysis	24
Database Study	12
Tutorials and short research essays / reports writing	24
Course total	**200**

STUDENT PERFORMANCE EVALUATION

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

Students are assessed via:

-Elaboration of short research essays / reports in class (40%)

-Final exams (60%)

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

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- Contiades X., Souliotis K. (eds.): Health Institutions and Policies, Department of Social and Educational Policy, University of Peloponnese / Papazisis Publications, Athens 2010.
- Souliotis K. (ed.): Health Policy and Economics: Strategic Planning – Organization and Management – Economic Function – Sectoral Policies, Department of Social and Educational Policy, University of Peloponnese / Papazisis Publications, Athens 2007.
- Bodenheimer T.S., Grumbach K.: Understanding Health Policy: a clinical approach, Lange 2005, Parisianou Scientific Publications, Athens 2010.
- Souliotis K.: The role of the Private Sector in the Greek NHS, Papazisis Publications, Athens 2000.
- Contiades X., Souliotis K.: Contemporary Challenges in Health Policy: Four Critical Legislative Interventions, Sakkoulas Publications, Athens - Komotini 2005.
- Souliotis K.: Economic Inequalities and Health Policy, Papazisis Publications, Athens 2007.
- Hatziandreou E., Souliotis K. (ed.): Health Systems Reforms: International Best Practices and the Greek Reality, Papazisis Publications, Athens 2005.
- Tountas Y.: Society and Health, Odysseas / Nea Hygeia, Athens 2000.
- Yfantopoulos J.: Health Economics: Theory and Policy, Dardanos, Athens 2003.
- Tountas Y.: Health Services Odysseas / Nea Hygeia, Athens 2008.
- Golna C., Contiades X., Souliotis K.: Pharmaceutical Policy in Greece and Europe – Function of the Market and Regulatory Framework, Papazisis Publications, Athens 2005.
- Kyriopoulos J, Lionis C, Souliotis K et al: The Role of Local Governments in Public Health, Papazisis Publications, Athens 2010.
- Kyriopoulos J., Lionis C., Souliotis K., Tsakos G. (eds.): Quality in Health Services, Themelio Publications, Athens 2003.
-

-Related academic journals:

- Health Policy
- Health Expectations
- BMC Public Health
- Social Science and Medicine

- European Journal of Health Economics
- Value in Health

4. Comparative Social Policy (ΚΚΠ6)

Andreas Feronas

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΚΠ6	**SEMESTER**	7
COURSE TITLE	COMPARATIVE SOCIAL POLICY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	NONE
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP151/

2. LEARNING OUTCOMES

Learning outcomes

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

By the end of the course, students are expected to acquire the following:

Knowledge:

• Understand the basic concepts and terms of the comparative analysis of social policy and the welfare state

• Demonstrate knowledge of the origins, significance and consequences of the similarities and differences of national social policy systems

• Understand the logic, importance and problems of comparative analysis in social policy

Skills:

• Distinguish and explain quite different approaches to the comparative analysis of the development of social policy and the welfare state

• Distinguish the exogenous and endogenous factors that influence the formation of the different welfare state regimes

• Use appropriate theoretical and methodological tools for analyzing and solving critical social problems

• Apply appropriate knowledge and critical skills to major topical social policy issues

Abilities:

• Analyze and compose different theoretical approaches to social policy and the welfare state

• Compare the effectiveness of different social policy systems to solving modern social problems

• Take responsibility for collecting and processing research data on specific areas of social policy

• Communicate with agencies to provide advice and know-how on contemporary social policy issues

General Competences

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

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

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

......

Working in an interdisciplinary environment

Others...

....

Production of new research ideas

Search, analyze and synthesize information, using the necessary technologies

• Autonomous work

•Teamwork

• Working in an international environment

• Design and project management

• Promoting critical, free and creative thinking

3. **SYLLABUS**

Short description

This course explores key questions and issues in social policy and welfare state development. It examines comparatively the history, growth, maturation, retrenchment and reform of the welfare states of the developed countries of Western Europe. The comparative analysis of social policies, programmes and institutions helps us understand why, how and to what effect different countries deal with important social problems and issues.

The course consists of the following modules:

1. Introduction to the basic concepts, structure and organization of the course (week 1)

2. The comparative method in the study of social policy - The usefulness of comparative analysis - Issues of comparative analysis – Data Sources (week 2)

3. Approaches to the development of the modern welfare state
(1): Convergence Theories (logic of industrialization, modernization of societies and the needs of mature capitalism (week 3)

4. Approaches to the development of the modern welfare state
(2): The power resources approach (week 4)

5. Approaches to the development of the modern welfare state
(3): Historical Institutionalism and the role of ideas and national values (week 5)

6. Welfare state typologies (1): The typology of E. Andersen and its critique (week 6)

7. Welfare state typologies (2): Southern welfare status (week 7)

8. Welfare state typologies (3): Emerging welfare regimes (week 8)

9. Threats and challenges for welfare regimes in the 21st century (week 9)

10. Trends and prospects for welfare regimes in the 21st century (week 10)

11. The European Social Model and the Europeanization of social policy (week 11)

12. The Greek welfare status in a comparative perspective (week 12)

13. Synopsis (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	FACE TO FACE
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• **Use of ICT (Power Point and Internet) in Teaching.** • **Support the learning process through the e-class platform**

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and*	Activity	Semester workload
	Lectures	39
	Study and analysis of course material and bibliography	40

analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Short assignments	13
	Presentation preparation	8
	Course total	*100*

| **STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | Short assignments and presentation in the classroom (30%)

Final exams (70%)

The assessment criteria are fully aligned with the expected learning outcomes of the course. |

5. **ATTACHED BIBLIOGRAPHY**

Suggested Textbooks

1. Esping-Andersen G. [1990 (2014)], *The three Worlds of Welfare Capitalism*, Athens: TOPOS (In Greek).
2. Lalioti V. (2018), *Aspects of Comparative Social Policy*, Athens: TOPOS (In Greek)

- *Related academic journals:*

1. Journal of European Social Policy, http://esp.sagepub.com/
2. Social Cohesion and Development, http://www.epeksa.gr

Folder with additional materials prepared by the tutor

5. Crime Prevention Policy (ΚΚΠ10)

Academic Fellow (Kostas Panagos, academic year 2018-19)

COURSE OUTLINE

1. **GENERAL**

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΚΠ10	**SEMESTER**	7
COURSE TITLE	CRIME PREVENTION POLICY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Core Elective)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP310/

2. **LEARNING OUTCOMES**

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an*

appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

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

Upon successful completion of the course students will be able to

• demonstrate a deep understanding of the main theoretical approaches of criminal policy, as well as the legal and political perspectives of the policy making process;

• present and outline the application of criminal justice theory on the area of social policy;

• exhibit knowledge of the phenomenology of crime rates in contemporary western societies;

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others.......

The course focuses on topics related to criminal policy on national, European and international level. In particular, the module includes:

• the analysis of the main theoretical models in criminal policy thinking;

- the advancement of constructive thought;

- the exploration, analysis, and synthesis of information and research data with the appropriate use of technology;

- the exploration and analysis of the policy making process.

3. SYLLABUS

The course aims at the integrated and in-depth analysis of the theoretical models in criminal policy during the 20th century, as well as their relationship with the contemporary confrontation of the phenomenon of crime. In this frame, crime is approached both as a component of the constantly changing modern societies and as a mean for the construction of statutory authority.

(1) **Thematic units:**

- Theoretical background of public safety as a social good;
- The crime rates and the phenomenology of criminality in Greece;
- Theoretical models of criminal policy;

The application of the aforementioned theoretical models.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Support of teaching and learning through the use of PowerPoint presentations and e-class

TEACHING METHODS *The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical*		
	Activity	*Semester workload*
	Lectures	39
	Written assignment (essay), individual or group	20
	Independent study	41

practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total **100**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written assignment (essay): 30% Final written examinaton: 70%

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Th. Papatheodorou, Public safety and crime policy, Nomiki Bibliothiki Publications, Athens, 2005 [in Greek]

S. Vidali, Crime control and public policing, Nomiki Bibliothiki Publications, Athens, 2007 [in Greek]

S. Alexiadis, European crime policy, Sakkoulas Publications, Athens-Thessaloniki, 2006 [in Greek]

G. Nikolopoulos, European Union as criminal policy maker, Nomiki Bibliothiki, Athens, 2008 [in Greek]

-Related academic journals:

Criminology (Egklimatologia)

Criminal Justice (Poiniki Dikaiosyni)

British Journal of Criminology

Criminal Justice Policy Review

6. Society and Politics: Contemporary Historical Approaches ((ΚΚΠ22)

Foteini (Efi) Gazi

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	SOCIAL AND EDUCATIONAL POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΚΠ22	**SEMESTER**	6

COURSE TITLE	SOCIETY AND POLITICS: CONTEMPORARY HISTORICAL APPROACHES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialization course
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP292/

2. LEARNING OUTCOMES

Learning outcomes

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

The course aims at offering students the opportunity
- To study in Departmenth important social and political events, phenomena and processes of modern and contemporary history
- To understand the relationship between historical transformations and contemporary social realities and policies
- To familiarize themselves with examples of research on modern and contemporary social and political history

After the completion of the course, students will

- be familiar with key issues in contemporary Greek and European history
- have examined different areas of research in the field of modern and contemporary history
- will be able to recognize the links between historical processes and modern social and political realities

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

Interdisciplinary research

Independent and team work

Respect for difference and multiculturalism

Sensitivity to gender issues

Production of new research ideas

Criticism and self criticism

Production of free, creative and inductive thinking

3. SYLLABUS

Short description

The course examines in Departmenth important social and political events, phenomena and processes in modern and contemporary Greece in the context of European and global developments:
- migration from and to the Greek lands during the 20th century
- labor and politics, social security systems
- urbanization
- the refugee question in the interwar period
- society at war
- feminism and history of womens' rights
- Minorities in the Greek state
- post-war social and political transformations
- Globalization

Through different research agendas and approaches, scholarly literature is thoroughly examined while continuities and discontinuities between past and present realities are discussed.

The course consists of the following modules:

1. Introduction: the Greek twentieth century
2. Society and Economy in the interwar years
3. Society and economy in the post-war period
4. The refugee question after 1922:the politics of integration
5. Migration from and to Greece in the 20th century
6. The emergence of social security systems - A
7. The emergence of social security systems - B

8. Gender politics, feminism, womens' social and political rights
9. Educational visit / research seminar
10. Society at war: the 1940s

11. Minority policies and education in Greece
12. Greece in a global era
13. Conclusions, themes and bibliography for further reading

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

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching (ppt., internet sites, digital material, databases etc.)** **Use of e class** **Use of e-mail**
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study and analysis of bibliography/preparation of written essays</td><td>50</td></tr><tr><td>Short assignments or presentations in the context of educational visits/research seminars</td><td>11</td></tr><tr><td>Course total</td><td>*100*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,*	Student assessment includes: I. Two written essays (approx. 6000 words). The first essay has a common theme for all students while the second is selective (80%). II. Participation in educational visits / research seminars. Short assignments or oral presentation of material and themes from educational visits or research seminars (20%) Erasmus students are assessed on the basis of a

public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	written assignment in English and of a presentation in class. The syllabus includes the criteria of evaluation in detail while relevant information is given to student at the beginning of the course.

5. ATTACHED BIBLIOGRAPHY

Αντώνης Λιάκος, *Εργασία και πολιτική στην Ελλάδα του Μεσοπολέμου*, Αθήνα, Νεφέλη, 2016

Μ. Αυγερίδης, Έφη Γαζή, Κ. Κορνέτης (επιμ.), *Μεταπολίτευση. Η Ελλάδα στο μεταίχμιο δύο αιώνων*, Αθήνα, Θεμέλιο, 2015

Π. Βόγλης, *Η ελληνική κοινωνία στην Κατοχή*, Αθήνα, Αλεξάνδρεια, 2010

Ε. Αβδελά – Α. Ψαρρά, *Ο φεμινισμός στην Ελλάδα του μεσοπολέμου. Μια ανθολογία*, Αθήνα, Γνώση, 1985

Δήμητρα Λαμπροπούλου, *Οικοδόμοι. Οι άνθρωποι που έχτισαν την Αθήνα*, Αθήνα, Βιβλιόραμα, 2009

Κωστής Κορνέτης, *Τα παιδιά της δικτατορίας. Φοιτητική αντίσταση, πολιτισμικές πρακτικές και η μακρά δεκαετία του 1960 στην Ελλάδα*, Αθήνα, Πόλις, 2015

Ι. Λαλιώτου, *Διασχίζοντας τον Ατλαντικό. Η ελληνική μετανάστευση στις Η.Π.Α. κατά το πρώτο μισό του 20ου αιώνα*, Αθήνα, Πόλις, 2006

Κωστής Καρπόζηλος, *Κόκκινη Αμερική. Έλληνες μετανάστες και το όραμα ενός νέου κόσμου*, Ηράκλειο, ΠΕΚ, 2016

Tutor's folders in eclass with additional material.

Journals: *Τα Ιστορικά, Αρχειοτάξιο*

7. Migration Policy (ΚΚΠ12)

`Academic Fellow (Theodoros Fouskas, Academic Year 2018 - 2019)

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**ΚΚΠ12**	**SEMESTER**	5
COURSE TITLE	MIGRATION POLICY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core Elective	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP 308/	

2. LEARNING OUTCOMES

Learning outcomes

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

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

Upon successful completion of the course students will be able to

- Critically interpret basic concepts and different theoretical approaches to migration
- Know and interpret the evolution of the European and national institutional framework and other legislative arrangements
- Approach the phenomenon of immigration from the point of view of the law and the legal treatment of foreigners and how to apply the relevant findings in the field of Social Policy
- Investigate the law of foreigners and European immigration policy
- Critically approach immigration policy in Greece and Europe
- Analyze integration policies in Greece and Europe
- Critically examine the effects of migration on migrant and host societies
- Understand the historical dimension and complexity of the migration phenomenon in Greece and Europe
- Explain the multiple causes that lead to population movements
- Understand the dimensions of the migratory phenomenon and refugee flows and to recognize how they differ in Greece and Europe

General Competences

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

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

This course is aimed at cultivating and deepening scientific knowledge about migration law and the shaping of the national institutional framework. Through its influence European immigration policy also aims at critical analysis and processing of relevant scientific data in an interdisciplinary environment closely related todecision-making and co-operation in their professional scope. More specificallythis course is aimed at:

- Working in an interdisciplinary environment
- The production of new research ideas
- Promoting critical, free and creative thinking
- The search, analysis and synthesis of information, using the necessary technologies
- Projecting planning and management

Also, by the end of the course, students will have developed their skills:
- In critical assessment of conflicting views
- In presenting their findings and views in a professional manner.

3. SYLLABUS

Short description

Migration, migration policy and the integration of third-country nationals are issues of central concern in most countries. The aim of the course is to introduce students to the study of migration phenomena, migration policy and integration policies and to highlight the debate, through an interdisciplinary perspective, on the concept of the institutional framework for the state of third country nationals in Greece, as well as shaping European migration policy in the light of migration flows.

The course offers an interdisciplinary approach to international migration, its causes and consequences, as well as the challenges for migration policymakers. The course focuses on migration and integration policies in European countries and the EU, andpresents the discussion in the field of migration law, while incorporating relevant findings into the formulation and implementation of social policy. While its main objective is the study of the impact of migration, the course also records the changing migration patterns and flows of refugees in Europe since World War II and analyzes how the different states have responded to the challenge of large-scale immigration. Political responses are dealt with in three key issues: state efforts to control and regulate the entry of third-country nationals, integration efforts of third-country nationalsand the dimension of migration and asylum. The course examines some of the wider challenges of migration management, welfare state and perceptions of citizenship and national identity.

The course aims at:
(i) analyzing the migration law and the phenomenon of migration from the point of view of the law and the legal treatment of third-country nationalsand how to apply the relevant findings in the field of social and migration policy,
(ii) interpreting the theoretical approaches
(iii) examining migration and integration policies in the reception countries;
(iv) thoroughly examining the effects of migration and migration policy on migrant populations and the reception society
(v) exploring the processes of social integration and the mechanisms of social exclusion of third-country national populations in the reception countries.

In the course the students are introduced to the theoretical approaches and concepts of the phenomenon, while examining the historical dimension and the factors of migration of populations. Key issues such as the evolution of the national institutional framework (Law 4251/2014 – "Immigration and Social Integration Code and other provisions"), the EU migration policy and the european institutional framework, with an emphasis on the European Agenda for Migration and the Annual Policy Report on Migration and Asylum. In addition, issues relating to international protection, the Common European Asylum System and Asylum Policy are being examined. Also, particular attention is given to the analysis of foreign policy, border management, irregular migration and returns (forced/voluntary). Furthermore, the categories and characteristics of unaccompanied minors and other vulnerable categories, as well as issues relating to human trafficking and its combating, are thoroughly analyzed. Furthermore, issues of labor markets, mobility, labor migration and socio-economic participation are studied. Issues related to education, housing, citizenship, 2nd generation, religion, awareness raising and anti-discrimination are addressed. In addition, critical issues of socio-political participation, collective organization and representation, actions and good practices at local level and the role of civil society, NGOs and international organizations are presented and analyzed. In addition, the migrant populations in Greece, the recent refugee/migratory flows and the response to them are analyzed. Finally, issues of future migration and integration policy developments are explored.

Week 1   Introduction: Theoretical Approaches to migration
Week 2   Historical dimension and population migration factors
Week 3   The social and legal categorization of third-country nationals: The evolution of the national institutional framework
Week 4   Immigration and Social Integration Code and other provisions (Law 4251/2014)
Week 5   EU Migration Policy: Institutional Framework European Agenda on Migration
Week 6   International Protection, Common European Asylum System and Asylum Policy
Week 7   Foreign policy, border management, irregular migration and returns
Week 8   Combating trafficking in human beings, unaccompanied minors and other vulnerable categories
Week 9   Labor markets, mobility, labor migration and socio-economic participation
Week 10   Educational policy, housing, health, citizenship, 2nd generation, religion, awareness raising and anti-discrimination and xenophobia
Week 11   Socio-political participation, collective organization and representation, local level and civil society
Week 12   Refugee/migratory flows, response, solidarity, crisis and beyond
Week 13   The future of migration, policies of migration and integration

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	The course comprises lectures in combination with in-classroom analyzes by the instructor, with the participation of the students. The course is based on the contents of each section and the relevant texts for further analysis and case studies that will be distributed to the students will be examined in depth. Students are expected to study primary and secondary texts as well as up-to-date Greek and international bibliographic material and research. Through the use of e-class, students will receive additional material and access to relevant sources.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• MS PowerPoint (ppt) will be used in all lectures as well as short video views. • Support for learning through the e-class (https://eclass.uop.gr/) of the University of Peloponnese. • Where appropriate, specialists will be invited to make suggestions

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	39
	Written assignment (individual or group) on a subject related to the course material	20
	Independent study	41
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of*	• The assessment in the course will be based on both the presence in the lectures and on active participation (10%) as well as on the written examination at the end of the semester. • Written examination at the end of the semester

evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	(60%). • Students acquire in-depth knowledge of the course material by writing and presenting an assignment (5,000 words) in agreement with the teacher (30%) in combination with the written examination at the end of the semester.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Sabatakou, E.-A. (2010) *Interpreting the Evolution of the European Union's Common Migration Policy: Legislative, Institutional, Operational Development: Actors, Structures and Interaction.* Athens: Papazisis Publishers. [5977] (in Greek)

Papasiopi-Passia, G. (2015) *Migration Law. Athens:* Sakkoulas Publishers. [50658928] (in Greek)

Kontiadis, O. and Papatheodorou, Th. (Eds.) (2007) *The Reform of Migration Policy.* Athens: Papazisis Publishers. [50658775] (in Greek)

Goldin, J., Cameron, G. and Balarajan, M. (2013) *They are not like us: The Past and the Future of Migration.* Heraklion: Crete University Press. [32998367] (in Greek)

Pavlos M., Christopoulos, D. (Ed.) (2004) *Greece of Migration: Social Participation, Rights and Citizenship.* Athens: Kritiki Publishers. [11564] (in Greek)

Additional Bibliography in e-class

- Related academic journals:

Forced Migration Review

International Journal of Sociology and Social Policy

International Migration

International Migration Review

Journal of Immigrant and Refugee Studies

Journal of International Migration and Integration

Journal of Refugee Studies

Migration Studies

Refuge: Canada's Journal on Refugees

Greek Review of Social Research (Greek)

Migration Law Review (Greek)

8. Health Management and Economics (ΚΚΠ28)

Maria Geitona

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	KKP28 **SEMESTER** 7
COURSE TITLE	HEALTH MANAGEMENT & ECONOMICS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	general and special background skills development
PREREQUISITE COURSES:	Introduction to Economics, Economic Analysis of Social Policy
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES in English
COURSE WEBSITE (URL)	https://eclass.uop.gr

2. LEARNING OUTCOMES

Learning outcomes

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

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

The course aims at offering students the opportunity

• To acquire substantial knowledge in Health Economics and Health Services Management

• To familiarize themselves with the structure and organization of the healthcare sector

• To analyze, measure, compare and combine health outcomes with economic indicators

By the end of this course, students are expected to :

- Learn and analyze health economic measures and results
- Demonstrate knowledge of the basic concepts of Health Technology Assessment
- Learn and understand the function of healthcare market and the necessity of state intervention
- Learn and criticize the dominant health reform policies taken place at European and national level

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

| environment | Others... |
| Production of new research ideas | ...... |

Research and analysis of data and information

Independent and team work

Production of new research ideas

Project planning and management

Production of free, creative and inductive thinking

3. SYLLABUS

Short description

The course focuses on the basic theory of health economics, health services' management, the structure and financing of health sectors, the analysis and functions of health care market, hospital management, health indicators and KPI (productivity measures), health technology assessment , health policy decision making.

The course consists of the following modules:

1. Introduction to Health Economics & economic analysis
2. Healthcare market
3. Structure of health systems
4. Financing health care
5. Principles and criteria of healthcare resources' allocation
6. Health needs and related health indicators
7. Welfare economics and their impact on health
8. Socio-economic analysis, technics, methods, results
9. Health Technology Assessment (HTA)
10. Workshop on HTA methodology, tools, impact
11. Use of health status measures/assessment
12. Use of qualitative and quantitative indicators, scope, results, impact.
13. Workshop on the use of the above indicators
14. Introduction to social & health services' management
15. Management in the public and private health sector
16. Entrepreneurship in health care / market failure
17. The role and necessity of state intervention
18. Leadership in health care units
19. Health manager and emotional intelligence
20. Workshop on health services' management
21. Investments' benefits and evaluation.
22. Productivity measurement, KPIs measures

23. Hospital outcomes and financial indicators measures and comparisons
24. The issue of the socio-economic inequalities in health
25. Workshop on practicing health and hospital indicators
26. Conclusions, further reading

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching (ppt., internet sites, digital material, databases etc.)** **Use of the e class platform** **Use of the email**

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	70
Project participation, short essay writing (optional)	30
Written assignment	40-60
Literature review	30
visits	30
Seminars/workshops	30
Course total	**200**

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions,

Student assessment includes:
I. Written final exam including
multiple choice questions or/and in Departmenth
analysis of a specific theme
(60- 80%)
II. Writing and/or oral presentation of a specific
work
(optional) (20%)
III Participation in lectures/workshop (10-20%)

problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Erasmus students are assessed on the basis of a written assignment in English and a presentation in class.

5. ATTACHED BIBLIOGRAPHY

1. Stiglitz L, Walsh C.(2009), Αρχές της Μικροοικονομικής. Εκδόσεις Παπαζήση, Αθήνα
2. Geitona M. (2012), Health Technology Assessment: Pharmacoeconomics and Decision Making. University of Thessaly Editions, Volos.
3. Kyriopoulos J, Geitona M.(2007), Health Economics: Methods and conduction of economic evaluation. Papazissis Editions, Athens.
4. Kontiades X, Souliotis K. (2010). Health institutions and policies. Papazissis Editions, Athens.
5. Yfantopoulos J (2009). Health Economics: Theory and policy. Typothito Editions, Athens.
6. Drummond, M.T.E , O' Brien, B.J. , Stoddart, G.L et al. (2002). Methods of economic evaluation of health programmes. Kritiki Editions, Athens.
7. Polyzos N. (2014) Management and Organization of Health services. Kritiki Editions, Athens.
8. Stathopoulos P.(2012) Organization and Management of social services. Papazissis Editions, Athens.
9. Geitona M. Sarantopoulos J.(2015) Medical tourism, investment in health & economy. Papazissis Editions, Athens.
10. Kefis V. (1998), Management of public enterprises and organizations. Interbooks, Athens.
11. Rammata M. (2011), Public Administration in Greece. Kritiki Editions, Athens.

Journals

Journal of Health Management

Journal of Health Economics

Folder with additional materials prepared by the tutor

9. Social Anthropology of Work (ΚΚΠ26)

Manos Spyridakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΚΠ26 **SEMESTER** 6
COURSE TITLE	SOCIAL ANTHROPOLOGY OF WORK

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP106/

2. LEARNING OUTCOMES

Learning outcomes

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

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

By the end of the course, students will be able to:

- - the social and economic concept of work
- - the concept of rights at work
- - The theoretical approach of the concept of work
- - comparative analysis of labor relations in Greece and Europe
- - the approach of working and social reproduction
- - employment and employment policies
- - the relationship between formal and informal work
- - the forms of work in historical and actual dimensions
- - social discrimination during work
- - anthropological bibliography on work

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

- Searching digital academic databases
- Synthesis and comparison of various information sources
- Development of research habits and ethos
- Group work

- Presentation skills

3. SYLLABUS

The course consists of the following modules:

Module 1: The meaning of work (week 1)

Module 2: Work in non-western societies (week 2)

Module 3: Work in industrial societies (week 3)

Module 4: Theories on work 1 (week 4)

Module 5: Theories on work 2 (week 5)

Module 6: Anthropology and work (week 6)

Module 7: Approaching methodologically work (week 7)

Module 8: Ethnographies of work 1 (week 8)

Module 9: Ethnographies of work 2 (week 9)

Module 10: Syndicalism and work (week 10)

Module 11: Theories of trade unionism (week 11)

Module 12: Employment Policies (week 12)

Module 13: Organizations and work (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	39

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Short assignments	13
	Study and analysis of bibliography	40
	Presentations preparation	8
	Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Short assignments and presentation in the classroom (30%) Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. **ATTACHED BIBLIOGRAPHY**

M.Spyridakis, 2013, The Liminal Worker, Farnham: Ashgate

M.Spyridakis, 2018, Homo Precarius, Athens: Pedio (in Greek).

10. Social Economy (ΚΚΠ21)

Michael Fefes

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL STUDIES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΚΠ21	**SEMESTER**	5

COURSE TITLE	SOCIAL ECONOMY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SPECIAL BACKGROUND
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP133/

2. LEARNING OUTCOMES

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

It is considered that the student is already familiar with basic concepts about the European Union and Social Policy. The aim of the course is to describe the sector of social economy, which is the third pole between the private and public sectors of the economy. It analyzes the basic concepts of the social economy, its importance and contribution to the global and national economy, the principles underlying it and the institutions through which it operates (e.g., cooperatives, unions, foundations, NGOs, etc.). It also discusses the concepts of co-operatives, foundations and mutual funds, that is, the main carriers of activities in the social economy that produce products or services that are important for the society, create jobs and offer solutions to local communities , that the other two sectors of economy cannot offer. Finally, the concept and operation of the European Cooperative Society, which is the first pillar of the European Institutions of Social Economy is analysed. The aim of the course is that the above basic concepts shall be fully understood.

Upon successful completion of the course the student will:

- have developed its knowledge on the economy, economic policy and the functioning of the social economy sector at international, EU and national level

- be aware of the differences between the sectors of the economy and the special nature of social economy

- be aware of the modalities and operating procedures of social economy actors, their fund-raising capabilities and methods of management, and the management of the human resources involved in their activities

- in the future, be able to work as a staff member in social economy actors.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

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

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

Adapting to new situations

Decision-making

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

3. SYLLABUS

- Economy
- Economy and Society
- Development and Social Economy
- Historical Evolution of Social Economy Sector
- Notions (Pluralistic Economy, Third System, Third Sector, Not-for-profit Sector, Social Economy
- Statistical Date of Social Economy
- European Dimension
- Social Economy compared to other sectors
- Co-operative (notion, nature, values, principles)
- European Co-operative Society (SCE)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Powerpoint, Videos Contacting students through e-mail E-class

TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Bibliographical analysis	21
	Visits to social economy actors	8
	Independent study	32
	Course total (25 hours of work per credit unit)	*100*

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION

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

FINAL WRITTEN EXAM (100%) INCLUDING:

Questions to be answered analytically

criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

O. Klimi-Kaminari – K. Papageorgiou, Social Economy. An Initial Approach, Ellinoekdotiki, 2010.

K. Papageorgiou, Sustainable Co-operative Economy, Stamoulis, 2005.

M. Fefes, European Institutions of Social Economy, Sakkoulas, 2007

M. Fefes, Law and Organisation of Agricultural Co-operatives, Legal Library, 2012

- Related academic journals:

15. Social Exclusion and Policies of Social Inclusion (ΚΚΠ18)

Andreas Feronas

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	KKP18	**SEMESTER**	6

COURSE TITLE	SOCIAL EXCLUSION AND POLICIES OF SOCIAL INCLUSION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP150/

2. LEARNING OUTCOMES

Learning outcomes

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

By the end of the course, students are expected to acquire the following:

Knowledge

• Recognize and describe the concept of social exclusion and other similar concepts, such as poverty, social inequality, deprivation and marginalization.

• Understand the basic theoretical "paradigms" and "political interpretations" of social exclusion

• Identify the prevailing policies to tackle social exclusion at European and national level

Skills

• Identify and explain the causes, factors, forms and consequences of social exclusion

• Understand the structural factors that shape, reproduce and reinforce inequalities and exclusions in modern societies

• Use appropriate theoretical and methodological tools to analyze and interpret the multidimensional problems of social exclusion

• Identify ways to combat social inequalities and social exclusion by implementing public policies

Abilities:

- Critically analyze "social exclusion" as the new "paradigm" for understanding social inequalities

• Compare and evaluate the effectiveness of alternative policies to combat social inequalities and social exclusion

• Take responsibility for collecting and processing research data on poverty, inequalities and social exclusion

• Communicate with agencies to provide advice and know-how to solve the complex and multidimensional problems of social exclusion.

General Competences

Search, analyze and synthesize data and information, using the necessary technologies

•Decision making

• Autonomous work

•Teamwork

• Design and project management

• Promoting critical and creative thinking

3. SYLLABUS

Short description

"Social exclusion" has evolved as the new "paradigm" for understanding social inequalities in the era of globalization. The aim of the course is to critically examine social exclusion at three levels: the conceptual-theoretical level, the empirical level and the level of policies to combat it. In this context, (a) it explores the way in which the problem of social exclusion has evolved in modern (post-) industrial societies, (b) examines the added value of "social exclusion" as a new theoretical tool for understanding and analyzing social problems such as social inequalities, poverty, unemployment, poverty and marginalization, (c) examines the impact of globalization on social exclusion and the basic social groups affected by social exclusion and (d) critically assesses the dominant policies developed at global, European and national

level to combat social exclusion and promote social inclusion.

The course consists of the following modules:

1. Introduction to the basic concepts, structure and organization of the course (week 1)

2. Social exclusion: A new "paradigm" for the analysis and interpretation of social inequalities (week 1)

3. Tutorial: The "paradigms" of social class and social exclusion as tools for the interpretation of social problems (week 2)

4. From France to international domination: A brief history of the concept (week 2)

5. Tutorial: The emergence and diffusion of social exclusion in the modern world (week 3)

6. The multiple meanings of social exclusion (week 3)

7. Tutorial: Theoretical paradigms and social exclusion (week 4)

8. Comparison of concepts: Social exclusion, poverty, inequality, deprivation, marginalization (week 4)

9. Tutorial: The added value of the concept of social exclusion (week 5)

10. The basic characteristics of social exclusion (week 5)

11. Tutorial: Social exclusion as a relational, multidimensional and dynamic concept (week 6)

12. The Empirical Approach to Social Exclusion (week 6)

13. Tutorial: Indicators of social exclusion and problems of measuring the phenomenon (week 7)

14. The Challenge of Social Inclusion in Modern Societies (week 7)

15. Tutorial: Personalization, multiculturalism, neo-liberalism and the challenge of social inclusion (week 8)

16. The European Social Inclusion Strategy (week 8)

17. Tutorial: The social dimension of Europe 2020 (week 9)

18. Poverty and social exclusion in Greece before the crisis (week 9)

19. Tutorial: The characteristics of the Greek welfare state before the crisis (week 10)

20. Poverty and social exclusion in Greece after the crisis (week 10)

21. Tutorial: The social impact of the crisis in Greece (week 11)

22. Policies to combat poverty and social exclusion in Greece after the crisis (week 11)

23. Tutorial: The reforms of the Greek welfare state during the crisis. A critical review (week 12)

24. The EU impact on national policies to combat social exclusion (week 12)

25. Tutorial: Methods and Tools for Europeanizing National Social Policies (week 13)

26. Conclusion (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of ICT (Power Point and Internet) in Teaching. • Support the learning process through e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Short assignments</td><td>25</td></tr><tr><td>Tutorials</td><td>39</td></tr><tr><td>Study and analysis of course material and bibliography</td><td>60</td></tr><tr><td>Workshops</td><td>25</td></tr><tr><td>Presentation preparation</td><td>12</td></tr><tr><td>Course total</td><td>*200*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation*	Short assignments and presentation in the

procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	classroom (30%) Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

Suggested Textbooks

Feronas A. (2018), Social Exclusion and Social Solidarity in Greece in Times of Crisis, Athens: DIONIKOS (In Greek)

Papadopoulou D. (2012), Sociology of Exclusion in the Era of Globalization. Athens: TOPOS (In Greek)

- Related academic journals:

1. Critical Social Policy, http://csp.sagepub.com/
2. Social Cohesion and Developoment, http://www.epeksa.gr

Folder with additional materials prepared by the tutor

12. Advanced Issues in Public Health Policy and Health Care Management (ΚΚΠ23)

Kyriakos Souliotis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΚΚΠ23	**SEMESTER**	6
COURSE TITLE	ADVANCED ISSUES IN HEALTH POLICY AND HEALTH CARE MANAGEMENT		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core elective – Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

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

The course aims to:

- Provide students with an advanced understanding of specific areas of and challenges for health policy and health services;
- Familiarize students with sectoral health policies and interventions;
- Provide students with the capabilities to critically analyse individual functions of health systems, applying principles of cross-functional analysis.

Learning Outcomes

Upon course completion, students should:

- Have an in Departmenth understanding of specific health policy areas and challenges and be able to assess choices in health policy related to a wider political, economic and social context;

- Be able to participate in research protocols related to specific issues in health policy and apply contemporary tools for health policy analysis;

- Be able to propose solutions and advocate for choices in critical, specific issues in health policy, based on international best practice and experience.

General Competences

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

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

- 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

- Production of new research ideas

- Respect for difference and multiculturalism

- Criticism and self-criticism

- Production of free, creative and inductive thinking

3. SYLLABUS

Short description

This course is delivered through independent seminars on specific issues of health policy, during which students participate in an advanced discussion on how to address and resolve current health policy challenges. The course looks into the impact of economic crisis on population health needs, issues related to mental health and dependence, health coverage for vulnerable population groups, such as immigrants and prisoners, combatting the stigma related to living with some health conditions, rules and regulations related to clinical trials and bioethics, legislation on privacy of personal data and safeguarding health records etc. A section of the course is dedicated to patient education and patient advocacy, disease management and patient compliance to treatment and its impact on health outcomes.

Course structure

1. Health policy and systems

2. Research groups and topics

3. Prevention and health promotion

4. Primary health care

5. Biomedical technology

6. Pharmaceutical policy

7. Mental health

8. Addiction

9. Rare diseases

10. Clinical studies

11. Informal payments and corruption

12. Health behaviors

13. Research groups final presentations

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc*	Face to face.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Course presentations are in PowerPoint format and are made available to students throughout the semester. Students are also requested to familiarize themselves with international policy databases such as those of the UN, the World Bank and OECD and perform select analyses on their datasets. Support of the learning process through e-class.	
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Seminars	6
	Study and analysis of bibliography	20
	Project	20
	Data bases	10
	Tutorials	5
	Course total	**100**
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students are assessed on the basis of a research essay on a subject of their interest. Students are split into teams and each team is allocated a research subject of their choice. Course lecturer is responsible for monitoring overall essay progress, based on an ongoing review of essay drafts / interim reports submitted by each student team.	

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- Contiades X., Souliotis K. (eds.): Health Institutions and Policies, Department of Social and Educational Policy, University of Peloponnese / Papazisis Publications, Athens 2010.

- Golna C., Contiades X., Souliotis K.: Pharmaceutical Policy in Greece and Europe – Function of the Market and Regulatory Framework, Papazisis Publications, Athens 2005.

- Kyriopoulos J, Lionis C, Souliotis K et al: The Role of Local Governments in Public Health, Papazisis Publications, Athens 2010.

- Tountas Y.: Society and Health, Odysseas / Nea Hygeia, Athens 2000.

- Yfantopoulos J.: Health Economics: Theory and Policy, Dardanos, Athens 2003.

- Tountas Y.: Health Services Odysseas / Nea Hygeia, Athens 2008.

- Kyriopoulos J., Lionis C., Souliotis K., Tsakos G. (eds.): Quality in Health Services, Themelio Publications, Athens 2003.

-Related academic journals:

- Health Policy
- Health Expectations
- BMC Public Health
- Social Science and Medicine

13. Elements of Philosophy and Theories of Social Justice (ΚΚΠ24)

Xenophon Paparrigopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΚΠ24	**SEMESTER**	6

COURSE TITLE	ELEMENTS OF PHILOSOPHY AND THEORIES OF SOCIAL JUSTICE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	none
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

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

- Familiarization with the main currents of modern social and political philosophy.
- Capacity to analyze in depth and criticize ethical issues and identify the socio-political and moral issues raised by the distribution of social benefits and advantages.
- Raised awareness of the moral and practical issues encountered within the context of multicultural societies.
- Sensitization towards difference, the need for tolerance, understanding and fairness.

General Competences

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

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

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

2. SYLLABUS

Short description

The course offers an introduction to philosophy: basic concepts, distinctions, schools,

topics, issues.Social justice: contemporary debates about the (re)distribution of social and economic benefits and advantages in a just society. Utilitarianism, Kantean normativism, egalitarian liberalism (Rawls, Dworking), libertarianism (Nozick), communitarianism (McIntyre,Walzer,), republicanism and virtue ethics (Sandel).

Course structure

1.	Introduction/elements of the history of philosophy	**Durant, Will**, The adventure of philosophy,(Greek Translation: Η περιπέτεια της φιλοσοφίας, Μεταίχμιο 2012)	
2.	Elements of the history of philosophy	As above	
3.	The fundamental axes of philosophical problems	As above	
4.	The modes of moral thinking	**Rachels J. κ.α**., Elements of Moral Philosophy (Greek translation: Στοιχεία ηθικής φιλοσοφίας, εκδ. Οκτώ, 2012) **Sandel M.**, Justice (Greek translation: Δικαιοσύνη, Πόλις, 2011)	e-class power point
5.	Utilitarianism	**Rachels**, op.cit. **Sandel**, op.cit. **Kymlicka Will**, Contemporary Political Philosophy (Greek translation: Η πολιτική φιλοσοφία της εποχής μας, Πόλις, 2014 ((chapter. 2)	e-class power point
6.	Rawls' theory of justice	**Paparrigopoulos X.** , John Rawls in memoriam, (in Greek: ΔτΑΤεΣ ΙΙ/2004, pp. 11	e-class power point

	ff.)	
	Kymlicka Will, op.cit. chapter 3	
7. Rawls: critique	**Paparrigopoulos X., op. cit. Kymlicka Will,** op.cit.	e-class power point
8. Dworkin: equality and the criticism of Rawlsean theory	**Dworkin Ronald**, Equality (Greek translation: Ισότητα, Πόλις 2006) **Dworkin Ronald**, Liberalism (Greek translation: Φιλελευθερισμός, Σακκουλα 1992)	e-class power point
9. Nozick: the libertarian perspective	**Nozick, Robert**, Anarchy, State and Utopia, N.Y. Basic Books, 1974	e-class power point
10. Kant: Moral autonomy as the cornerstone of modern political and moral philosophy	**Rachels**, op.cit. **Sandel**, op.cit.	e-class power point
11. The criticism of liberalism and enlightment: contemporary communitarians	**Kymlicka Will**, op.cit. **Sandel, M.** Liberalism and the Limits of Justice (Greek translation: Ο φιλελευθερισμός και τα όρια της δικαιοσύνης, Πόλις 2011)	e-class power point
12. The liberal response to communitarianism	**Kymlicka Will**, op.cit.	e-class power point
13. Other contemporary approaches: Amartya Sen	**Sen Amartya,** The Idea of Justice (Greek translation: Η ιδέα της δικαιοσύνης, Πόλις, 2015)	e-class power point

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Seminars and analysis of bibliography</td><td>20</td></tr><tr><td>Independent study</td><td>41</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>*100*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final examination at the end of the semester

5. ATTACHED BIBLIOGRAPHY

Durant, Will, Η περιπέτεια της φιλοσοφίας, Μεταίχμιο 2012

Rachels J. κ.α., Στοιχεία ηθικής φιλοσοφίας, εκδ. Οκτώ, 2012

Sandel M., Δικαιοσύνη, Πόλις, 2011

Kymlicka Will, Η πολιτική φιλοσοφία της εποχής μας, Πόλις, 2014 (κεφ. 2)

Dworkin Ronald, Ισότητα, Πόλις 2006

Dworkin Ronald, Φιλελευθερισμός, Σακκουλα 1992

Nozick, Robert, Anarchy, State and Utopia, N.Y. Basic Books, 1974

Sandel, M. Ο φιλελευθερισμός και τα όρια της δικαιοσύνης, Πόλις 2011

Sen Amartya, Η ιδέα της δικαιοσύνης, Πόλις, 2015

SPECIALISATION IN EDUCATION POLICY

1. The Institution of School evaluation of Students: Micro & Macro Sociological Approaches

Despina Tsakiris

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ1 **SEMESTER** 5
COURSE TITLE	THE INSTITUTION OF SCHOOL EVALUATION OF STUDENTS: MICRO & MACRO SOCIOLOGICAL APPROACHES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. LEARNING OUTCOMES

By the end of the course, students will be able to:

- Identify the content of the term "institution" and make its concept distinct from the concept of "organization".
- distinguish the concepts that refer to evaluation (control, examination, test, cumulative and formative assessment) by identifying epistemological and socio-historical differences.
- describe the historical conditions for the development, dissemination and development of student performance assessment.
- document the role of evaluation in relation to the development of paid labor and the shaping of the labor market.
- distinguish the effects of various social factors (student's social origin, gender, and learning status of the student) in the examiner's rank.
- distinguish the social tricks of evaluating student performance and to document the social theories that interpret them.
- describe and analyze the counterbalancing policies in the face of school failure and the improvement of school performance.

The acquired skills are related to:

- Familiarization with the categorisation of a scientific text (article or book chapter).
- The presentation and critical analysis of a scientific text on the basis of a project proposed by the lecturer.
- Identifying bibliography related to the subject of study
- Literature recording according to the APA system
- Presenting and PowerPoint work within the course

General Competences

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

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

•Work in an interdisciplinary environment

Teamwork Decision making

• Autonomous work

• Search, analyze and synthesize data and information, using the necessary technologies. Adapt to new situations.

• Autonomous work

• Exercise of criticism and self-criticism.

• Promote free, creative and inductive thinking

3. SYLLABUS

Aims of the course:

The sociological understanding of the institution of school assessment through a variety of subjects is treated in this scientific area. These issues, on the one hand, relate to the micro-sociological approaches of the school assessment and place particular emphasis on the students' grade and on the guidance and selection procedures of the students through the "directions" taken in highschool. On the other hand, they concern the macro-sociological approaches to evaluation and focus on the study of compensatory policies implemented to improve school performance, analyze the relationship between pedagogical practices and pupils' school results, and interpret the outcomes of student skills through international comparisons carried out by supranational organizations - and in particular PISA of OECD.

Course structure

The course consists of the following modules:

I.Micro-sociological approaches to institutionalized assessment

Module 1: Conceptual clarification of the evaluation and General taxonomies

Module 2 :Socio-historical conditions of appearance and recognition of the assessment in education

Module 3: The development of "docimologie" and the statistical rationalization of evaluation practices

Module 4: Pre-sociological studies for the measurement of social factors of grading: pupil's school level and school status

Module 5: Pre-sociological studies for the measurement of social factors of grading: social origin of the student, physical aspect and gender

II. Sociological studies that highlight the "social tricks" of school assessment

Module 6 : The Social Challenges of the Introductory Exams in Higher Education

Module 7: School reputation and school market

Module 8 :Homogeneity of the pupil population of a classroom and social-spatial division: The paradoxes of a social equation

Module 9: Consequences of pupils' biographical characteristics in their rating

III Sociological theories that interpret the social tricks of the institution of evaluation

 Module10: Theories of Social Reproduction: Bourdieu - Passeron (1974)

Module 11: Theories of Symbolic Interaction: Goffman

Module 12: Other social theories of the institutions: Foucault and Castoriadis

IV Macro-sociological approaches to school evaluation policies

Module 13. Compensatory policies: Educational Priorities Areas and early schooling

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use ICT to present the lessons • Communicating with the students through the e-class platform of the course • Communicating with students via email

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory*	*Activity*	*Semester workload*
	Lectures	**39**
	Non-directed study	**30**
	Presentation and	**20**

practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are writen as well as the hours of non-directed study according to the principles of the ECTS*	analysis of scholarly texts by students assingned by the Instructor. Submission of presentations in the form of Power-Point to e-class.	
	Study of PowerPoint-presentations	**5**
	Discussion of presentations within the classroom	**6**
	Course total	***100***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Rating: 1. Compulsory assingmenent (40%). - Written Presentation and Critical Analysis of a scientific article (suggested by the instructor or selected with the approval of the instructor). -Registering bibliography (10 bibliographical references) related to the subject modules of the course. 2. Written examination (60%) Topic development or text commentary presented and discussed in the course. (The examination is done by using articles, other course material and notes) Evaluation criteria: 1. Understanding oral discourse in the scientific field of the subject taught. 2. Consolidation of the basic theoretical concepts learned and the ability to use them when analyzing a scientific text. 3. Documentation of the analysis of the institution of school assessment by specific sociologists and social scholars. 4. Analysis of existing education policies in the field

	of evaluation
	5. Enchancement of critical thinking through appropriate questions on the impact of education policies on evaluation
	6. Enhancement of critical thinking through appropriate questions regarding political and scientific proposals to address issues related to pupils' school assessment.
	The evaluation criteria can be found in e-class of the specific course.

5. ATTACHED BIBLIOGRAPHY

Bourdieu, P. & Passeron, J.-C. (2014) *Η αναπαραγωγή. Στοιχεία για μια θεωρία του εκπαιδευτικού συστήματος.* Αθήνα:Αλεξάνδρεια

Broadfoot, P. (1996)*Education, Assessment and Society*, Buckingham-Philadelphia: Open University Press

Κοντογιαννοπούλου – Πολυδωρίδη, Γ. (1995). Κοινωνιολογική ανάλυση της ελληνικής εκπαίδευσης, Αθήνα: Gutenberg.

Merle P., (1998), Sociologie de l'évaluation scolaire, Paris : PUF

Μυλωνάς, Θ. (2001) *Κοινωνιολογία της Ελληνικής Εκπαίδευσης,* Αθήνα : Gutenberg.

Prat, J-L. (2009) *Εισαγωγή στον Καστοριάδη*, Αθήνα: Κέδρος

Τσακίρη, Δ (2018) Η θέσμιση της αξιολόγησης των μαθητών και το φαντασιακό στοιχείο, Αθήνα :Μεταίχμιο

Τσακίρη Δ. (2018) Η θέσμιση της αξιολόγησης των μαθητών και το φαντασιακό στοιχείο, Αθήνα : Μεταίχμιο

Τσακίρη, Δ. (2010). «Θεσμός, υποκείμενο, παιδεία : Μια ιχνογραφία της καστοριαδικής συμβολής» στο Αποστολόπουλος Α., *Κορνήλιος Καστοριάδης- ο στοχαστής της αυτονομίας*, Αθήνα: Σύγχρονη Δελφική Αμφικτιονία: 17-36

Τσακίρη, Δ. (2009). «Οι κοινωνικές φαντασιακές σημασίες των χωρικών πρακτικών στην εκπαίδευση : Η περίπτωση της διαμόρφωσης του σχολικού χάρτη φοίτησης των μαθητών» στο Σπυριδάκης Ε (επιμ) *Μετασχηματισμοί του χώρου: Κοινωνικές και πολιτισμικές διαστάσεις*, Αθήνα: Νήσος: 397-425.

Φραγκουδάκη, Α., (1985). Κοινωνιολογία της Εκπαίδευσης : Θεωρίες για την κοινωνική

ανισότητα στο σχολείο, Αθήνα: Παπαζήσης.

Χιωτάκης, Σ., (επιμ.) (2004). *Η αμφισβήτηση των εξετάσεων και βαθμών στο σχολείο*, Εκδόσεις Γρηγόρης: Αθήνα.

Related academic journals:

1. Journal of Education Policy

2.British journal of sociology of education

3. British education research journal

2. Management of Educational Innovations (ΚΕΠ5)

George Bagakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΕΠ5	**SEMESTER**	7

COURSE TITLE	MANAGEMENT OF EDUCATIONAL INNOVATIONS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core Elective
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

By the end of the course, students will:
- Have the ability to understand the concept of educational innovation
- Have the ability to understand the methodological tools which facilitate educational innovations
- Have the ability to understand the limitations and the resistances of educational innovation
- Have the ability to use the educational innovations within the framework of optional programmes and networks
- Have the ability to use the educational innovation within the culture and the leadership of the school

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

Production of new research ideas	....

- To understand the concept of educational innovation at the level of educational practices and institutions
- To understand the use of methodological tools which trigger educational innovations
- To understand the limitations and the resistances for educational innovations
- To understand the use of educational innovation within the framework of optional programmes and networks
- To use the educational innovation within the culture and the leadership of the school

3. SYLLABUS

The course consists of the following modules:

Module 1: Framework and course contract. Introductory for the course (week 1)

Module 2: Introductory concepts(week 2)

Module 3: Model and experimental schools (week 3)

Module 4: Levels of innovation (week 4)

Module 5: A contemporary framework of innovation (week 5)

Module 6: Theory and methodology of innovations (week 6)

Module 7: Presentation of assignments (week 7)

Module 8: Action research and innovation (week 8)

Module 9: Innovation in relation with the culture and leadership of one school(week 9)

Module 10: School self-evaluation (week 10)

Module 11: External presenter or study visit (week 11)

Module 12: Examples of innovation (week12)

Module 13: (week 13) Presentation of assignments

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	36
Assignments	20
Study and analysis of bibliography	15
Preparation for exams	29
Course total	*100*

STUDENT PERFORMANCE EVALUATION

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

It is based on the written exams at the end of the semester as well as on the optional assignments delivered and presented by the students

The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

MacBeath, J., Schratz, M., Meuret, D.,Jacobsen, L. (2006) *Η αυτό-αξιολόγηση στο ευρωπαϊκό σχολείο*, Μεταίχμιο, Αθήνα.

Μπαγάκης, Γ., Δεμερτζή, Κ., Σταμάτης, Θ. (2007) *Ένα σχολείο μαθαίνει,* Μεταίχμιο, Αθήνα.

- Relevant links
- Relevant journals
- Folder with additional materials prepared by the tutor

3. Pedagogic Theories and Educational Sciences

Despina Karakatsani

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ26 **SEMESTER** 5
COURSE TITLE	PEDAGOGIC THEORIES AND EDUCATIONAL SCIENCES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	CORE ELECTIVE COURSE
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP293

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

Knowledge

• The evolution of the discipline of pedagogical science and the construction/constitution of education and education sciences

• The Epistemological paradigms of the science of education

• The concepts, terms, methodological and research tools

• The role of the construction of education systems/institutions

• The historical evolution of pedagogical theories

• Modern pedagogical theories with emphasis on collaborative pedagogy and Freinet pedagogy (tools)

• The role and importance of social pedagogy

Skills

• communication, cooperation, active and democratic participation

• critical thinking and creativity

• Localization of material, literature, sources

• Hierarchy and evaluation of texts

• Group and individual material processing

Abilities

• Productive and inductive thinking

• Text Analysis - Critical Analysis and Comparison of Information

• Individual and team level study

General Competences

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

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

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

Search and analysis of information

Group work

Independent work

Decision making

Design and management of tasks

3. SYLLABUS

Short Description

The course introduces in the field of pedagogical science and education sciences.

The first part aims at the presentation and analysis of the basic concepts (education-learning-teaching-training), at the study of the basic elements of the educational sciences, the analysis of the disciplines and the epistemological models and examples.

In the second part, the course focuses on the development of pedagogical theory from the 18th to the 20th century. Especially the aim is to present and analyse key pedagogues, their theoretical tools (Comenius-Rousseau-Pestalozzi) and the establishment of pedagogical science in Greece and in the European context. The third part analyzes modern problems, trends and proposals in this field, especially alternative educational tools (intercultural education - school leak and failure - refugee education - education), the basic positions of social pedagogy and the relationship between neurosciences and education.

Course structure

The course consists of the following modules:

1. Introduction to the Course. Historical, anthropological approaches to education. Aims of education and instruction

2. Basic concepts of the field and contemporary problems. Learning, education, environment and heredity.

3. Evolution of pedagogical theory (18th-20th c.) And pedagogical science – Introduction

4. The pedagogical theory of Locke, Comenius, Rousseau Pestalozzi

5. The establishment of the Pedagogical Science (Herbart)

6. New Education and School of Labor (19th-20th c). Key representatives in Europe

and America (Dewey-Montessori-Decroly-Ferriere)

7. New Education and School of Labor. 19th-20th c.Key representatives in Greece

8. Anti-authoritarian education and child-centered dimension in learning.

9. Open School, Alternative School, School of Local Society, Reggio Pedagogy

10. Educational Film: discussion and analysis in groups

11. Problems of autonomy of the Science of Pedagogy-scientific synthesis-connection with other sciences

12. Constructivism in Education (Bruner-Piaget-Vygotsky)

13. Educational Institution in the Modernity (18th and 19th centuries)

14. School as an institution. The relationship of the school with other institutions

15. Evolution of Durkheim's pedagogical thinking.

16. Epistemological paradigms of Pedagogy.

17. Social Pedagogy. Paradigms, theories.

18. Social Pedagogy. Concepts-tools-materials

19. Education and Inclusion. Vulnerable groups of students

20. Pedagogic Theories for Inclusion and Multicultural Education

21. School Knowledge

22. School Curricula: objectives, methods of analysis, paradigms

23. School Curricula: objectives, methods of analysis, paradigms

24. Analysis of Texts in Groups-Presentations

25. Pedagogical community in Leipzig's "Neighborhood School". Self-regulation. School autonomy

26. Evaluation-Discussion-Feedback

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform), web based search for examples of "good practice".

TEACHING METHODS	*Activity*	*Semester workload*
	Lectures	50

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Study and analysis of bibliography	30
	Preparation for the exams	40
	Participation in group works	40
	Assessement during the semester (Proodos)	40
	Course total	*200*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Short assignments during the course (50%) Final exams (30%) Assessement during the semester Proodos (20%)

5. ATTACHED BIBLIOGRAPHY

Bibliography

Αγγελίδης Π. (επιμ.) (2011). Παιδαγωγικές της Συμπερίληψης. Αθήνα: Διάδραση.

Durkheim E. (μετ. Η. Αθανασιάδης) μετάφραση: Ηλίας Αθανασιάδης

επιμέλεια σειράς: Νίκος Παναγιωτόπουλος, Η εξέλιξη της παιδαγωγικής σκέψης, Αλεξάνδρεια 2014.

Hofstetter R., Schnewly B.(2005). (Μτφρ. Δ. Καρακατσάνη). Εισαγωγή στις επιστήμες της Εκπαίδευσης. Αθήνα: Μεταίχμιο.

Houssaye J. (2000). (μτφρ Δ. Καρακατσάνη). 15 Παιδαγωγοί. Η επίδρασή τους σήμερα. Αθήνα: Μεταίχμιο.

Κρίβας Σ. (2002). Παιδαγωγική Επιστήμη. Βασική θεματική. Αθήνα: Gutenberg.

Ματσαγγούρας Η. (2009). Εισαγωγή στις επιστήμες της παιδαγωγικής. Αθήνα: Gutenberg.

Mialaret G. (2008). (μετφρ. Δ. Καρακατσάνη). Επιστήμες της εκπαίδευσης. Αθήνα: Μεταίχμιο.

Μυλωνάκου - Κεκέ, Η. (2013). Κοινωνική Παιδαγωγική: Θεωρητικές, Επιστημολογικές και Μεθοδολογικές Διαστάσεις. Αθήνα: Διάδραση.

Παρθένης Χ., Φραγκούλης Γ. (2016) Η διαπολιτισμική εκπαίδευση απέναντι σε νέες προκλήσεις. (2017). Αθήνα: Μεταίχμιο.

Πασιάς Γ., Φλουρής Γ., Φωτεινός Δ. (2015). Παιδαγωγική και Εκπαίδευση. Αθήνα: Γρηγόρης.

Reble A. (1996). Ιστορία της παιδαγωγικής. Αθήνα: Παπαδήμας.

Additional Bibliography

Alexiadou, N., Van de Bunt-Kokhuis, S. (2013) Policy space and the governance of education: transnational influences on institutions and identities in the Netherlands and the UK. Comparative Education, 49 (3), 344-360.

Allan, Julie (2010) "The inclusion challenge", in Thomas Barow & Daniel Östlund (Eds) Bildning för alla! En pedagogisk utmaning. Högskolan Kristianstad. Pp. 109-120.

Biesta, Geert (2009) Good education in an age of measurement. On the need to reconnect with the question of purpose in education. Educational Assessment Evaluation and Accountability, 21, 33–46.

Biesta, Gert (2011) Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field. Pedagogy, Culture & Society, 19:2, 175-192.

Main Journals

Educational Sciences

Educational Theory https://onlinelibrary.wiley.com/journal/17415446

History of Education Review https://www.emeraldinsight.com/loi/her

4. Evaluation and Quality Assurance in Higher Education (ΚΕΠ 9)

Panayiota (Yiouli) Papadiamantaki

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ 9
COURSE TITLE	EVALUATION AND QUALITY ASSURANCE IN HIGHER EDUCATION

SEMESTER: 7

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Core Elective)
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP120/

2. LEARNING OUTCOMES

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

Upon successful completion of the course the students are expected to be able to demonstrate the following learning outcomes

Knowledge

Knowledge of the history and development of HEIs quality assurance processes and the various perceptions of quality; understanding of the reasons why nowadays quality assurance is deemed necessary; understanding of the values promoted through the various perceptions of quality assurance; understanding of the fact that quality assurance processes are a "tool" of "distance monitoring" of the higher education institutions and that they are connected to the current mode of governance of higher education.

Competences

- Development of professional competences (organisation and presentation of data, public speech, use of computers, use of PowerPoint

Skills

- Understanding, analysing and synthesising concepts
- Inductive and deductive thinking
- Critical thinking
- Argumentation

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

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

3. SYLLABUS

Short description

The course comprises 13 sessions and 3 sections.

The first section describes the historical context that led to the introduction of policies for quality assurance and the formulation of a common methodology for the evaluation of higher education institutions as well as the way higher education institutions are evaluated. The section also introduces students to the content and use of widely used concepts and terms such as quality assurance, quality improvement, accreditation, monitoring, quality assurance site visit, etc. (sessions 1-5).

The second section refers to the related international and European policies and practices with an emphasis on student-centred learning introduced through the Bologna Process (sessions 6-8).

The 9th session is devoted to the mid-term examination.

The third section focuses on the practice of quality assurance and accreditation in Greece since 2005 and the relevant legal provisions (sessions 10-13).

Course structure

1. Historical context: the introduction of quality assurance processes

2. External Quality Monitoring - Institutional Evaluation

3. Parallel processes - Accreditation - site visit - monitoring

4. Quality concepts: Excellence

5. Quality concepts: fitness for purpose, efficiency, student transformation (i.e. of the students' way of thinking)

6. The Bologna Process - Standards and Guidelines of Quality Assurance

7. Student - centred learning

8. League tables, rankings

9. Mid-term examination

10. The Greek institutional framework - the evaluation cycle

11. Self-evaluation of Higher Education Institutions and Departments

12. Standards and indicators - strategic planning

13. External evaluation of Higher Education Institutions and Departments

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (PowerPoint and the Internet) in teaching Support of the learning process through e-class

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	39
Independent study	25
Preparation for exams	20
Preparation of exercises	16
Course total	*100*

STUDENT PERFORMANCE EVALUATION

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

On-going student evaluation during the whole semester, including

A. Written assignments (short -300 words) in order to monitor on the one hand the understanding of concepts presented in the course and on the other students' critical thinking and capacity for written expression ideas.

B. Mid-term examination comprising multiple choice and true/false questions. The mid-term examination monitors students' ability to distinguish among various aspects of the issues that have been discussed in class and recognise the right response.

C. Oral final examination monitoring the students' ablity to express their views on topics discussed during the course promptly and sufficiently.

More specifically:

	A) 3 Assignments in total accounting to 60% of the final course grade. Each assignment is graded on a scale of 20 and corresponds to 20% of the final course grade. Students are required to submit a written assignment of up to 300 words - in order to support their arguments, students may attach supplementary material if they wish or consider it important. In order to be able to participate in the final examination, students need to have submitted at least 2 of the 3 assignments. Assignments are submitted in writing through e-class within the given deadlines. The course material that is needed in order to successfully complete the assignments is in e-class.
	B. Mid-term examination (20 points). It corresponds to 20% of the final course grade. Participation in mid-term examination is optional.
	C. Final oral examination (20 points): It corresponds to 20% of the final course grade. Participation in final examination is compulsory.
	In order to successfully complete the course, students need to accumulate at least 50 points, of which at least 30 points from the assignments and at least 10 points from the final examination.

5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

1. Lee Harvey - Diana Green (1993), «Defining Quality», Assessment and Evaluation in Higher Education, 18, 1, pp. 9-34.

2. Lee Harvey - Berit Askling (2003) «Quality in Higher Education» in R. Begg (ed), The Dialogue between Higher Education Research and Practice, Kluwer Academic Publishers, Netherlands, pp. 69-83.

3. S. Schwarz - D.F.Westerheijden (2007) (eds), Accreditation and Evaluation in the European Higher Education Area, Springer, Dordrecht.

4. Counting what is measured or measuring what counts? League tables and their impacts on higher education institutions, HEFCE, 2008.

5. Final Report on progress in quality assurance in higher education, 21.9.2009 COM

(2009) 487.

6. Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA, 2009.

7. Παπαδιαμαντάκη, Π. (2017), Το Πανεπιστήμιο και οι πολιτικές για την Κοινωνία της Γνώσης, Gutenberg, Αθήνα

5. Educational Organisation and Management (ΚΕΠ10)
Kostas Dimopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ10

COURSE CODE	ΚΕΠ10	**SEMESTER**	7
COURSE TITLE	EDUCATIONAL ORGANISATION AND MANAGEMENT		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP191/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

By the end of the course, students will be able to:

- Describe the size, the administrative structure and the basic characteristics of the Greek education system
- Identify the basic administrative models of an educational organization (Taylor-Ford model, human-centered models, Total Quality Management Model and New Public Management Model)
- Recognize the basic structure of educational organizations
- Realize the importance of human agents within educational organizations as an integral feature of its management
- Identify the discrete features of culture and climate in an educational organization
- Employ the inputs, processes, outcomes and context model for describing the mechanisms of quality assurance within an educational system or within an isolated organization
- Define the notions of effectiveness and efficiency of an educational organization and relate them to the notion of social accountability

Decision making

Independent work

Working with international data

Group work

Design and management of tasks

Development of critical thinking

3. SYLLABUS

The course consists of the following modules: Module 1: The Greek education system (structure, size and qualitative characteristics) (weeks 1 & 2) Module 2: Basic administration models of an educational organization (Taylor-Ford model, human-centered administration models (week 3) Module 3: Basic administration models of an educational organization (TQM model, NPM model) (week 4) Module 4: Basic functions of educational management (week 5) Module 5: The basic structure of educational organizations (week 6) Module 6: The role of human agents in an educational organization (week 7) Module 7: Culture, Climate and "Politics" in an educational organization (week 8) Module 8: The inputs-processes- outcomes-context model (weeks 9 & 10) Module 9: Effectiveness, efficiency and social accountability of educational organizations (week 11) Module 10: Critical analysis of an educational organization's administration (case study) (week 12) Module 11: Revision of key parts of the course (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform), web based search for quality indices of various countries' educational systems.

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	39
	Study and analysis of bibliography	6
	Project preparation (case study)	15
	Study of the course material	40
	Course total	*100*

STUDENT PERFORMANCE EVALUATION	Project (case study) (30%)
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Final exams (70%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

Pashiardis, P. (2004). *Educational Administration: From the period of favourable indifference to contemporary era*. Athens: Metaixmio (in Greek).

Pashiardis, P. & Pashiardi, G. (2000). *Effective schools: Reality or Utopia?* Athens:

Typothito (in Greek).

Relevant journals:

Journal of Educational Administration

https://www.emeraldinsight.com/journal/jea

International Journal of Leadership in Education: Theory and Practice

https://www.tandfonline.com/toc/tedl20/current

Educational Management, Administration and Leadership

http://journals.sagepub.com/home/ema

Folder with additional materials prepared by the tutor

6. Teacher Education and Adult Education ((ΚΕΠ27)

George Bagakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ27 **SEMESTER** 5
COURSE TITLE	TEACHER EDUCATION AND ADULT EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core elective
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

By the end of the course, students will:
- Have acquired the basic introductory knowledges for the epistemological framework of Teachers Education and INSET.
- Have acquired the basic introductory knowledges for the content and the forms of Teachers Education and INSET.
- Have the ability of critical facing fundamental issues which are related with the Teachers Education and INSET.
1. By the end of the course, students will:
- Have acquired the basic introductory knowledges for the field of Adult Education.
- Have the ability to delimit the field of Adult Education
- Have the ability of a critical facing of the fundamental issues which are related with the field of Adult Education.
- Have the ability to use methods and techniques of the field of Adult Education.
- Have the ability to realize microteaching

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

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

- Acquisition of fundamental knowledges of the epistemological framework of Teachers Education and INSET.
- Acquisition of fundamental knowledges, the content and the forms of Teachers Education and INSET
- Ability of critical facing contemporary issues which are related with Teachers Education and INSET.
- Ability of critical understanding of Greek and European practices and polices related with Teachers Education and INSET

2

- Familiarization with the peculiarities of Adult Education
- Differentiation of Adult Education in comparison with Formal Education and other New Forms of Education
- Understanding of processes of learning in Adult Education
- Familiarization with the function of the adult learning groups
- Familiarization with the methods and techniques of Adult Education
- Exercise in micro-teaching

3. SYLLABUS

The course consists of the following modules:

1.

Module 1: Framework and course contract. Introduction for the course (week 1)

Module 2: Basic concepts and directions of Teachers Education (week 2)

Module 3: Basic courses and their significance for Teachers Educations 1(week 3)

Module 4: Basic courses and their significance for Teachers Educations 2 (week 4)

Module 5: Models of Teachers Education (week 5)

Module 6: Certificate of Pedagogical Competence (week 6)

Module 7: Presentation of assignments (week 7)

Module 8: European policies for the perspective of 2020 and the position of Greece 1 (week 8)

Module 9: European policies for the perspective of 2020 and the position of Greece 2 (week 9)

Module 10: External speaker or study visit in relevant organizations (week 10)

Module 11: Forms of INSET 1 (week 11)

Module 12: Forms of INSET 2 (week 12)

Module 13: Presentation of assignments (week 13)

2.

Module 1: Framework and course contract. Introduction for the course (week 1)

Module 2: Learning contract (week 2)

Module 3: Conceptual clarifications in Adult Education (week 3)

Module 4: Who are in Adult Education 1 (week 4)

Module 5: Who are in Adult Education 1 (week 5)

Module 6: Presentation of assignments (week 6)

 Module 7: The nature of learning (week 7)

Module 8: How do the adults learn? (week 8)

 Module 9: How do the adult groups work? (week 9)

Module 10: External presenter of study visit (week 10)

Module 11: Techniques of Adult Education (week 11)

Module 12: Presentations of microteaching (week 12)

Module 13: Presentations of assignments(week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform)
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>36+36</td></tr><tr><td>Assignments</td><td>15+15</td></tr><tr><td>Study and analysis of bibliography</td><td>20+20</td></tr><tr><td>Preparation for exams</td><td>29+29</td></tr><tr><td>Course total</td><td>*200*</td></tr></table>

of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	It is based on the written exams at the end of the semester as well as on the optional assignments which deliver and present the students The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

1.
Day, C. (2003), *Η εξέλιξη των εκπαιδευτικών, Τυπωθήτω*, Αθήνα, Μεταιχμιο.
Μπαγάκης,Γ. (επιμ.) (2016) *Μεθοδολογία, πολιτικές, πρακτικές επιμόρφωσης και επαγγελματικής ανάπτυξης του εκπαιδευτικού που βασίζονται στο σχολείο*, Αθήνα, Εκδόσεις Γρηγόρη.

- Relevant links
- Relevant journals
- Folder with additional materials prepared by the tutor

2.
Rogers, A. (1999) *Η Εκπαίδευση Ενηλίκων*, Αθήνα, Μεταίχμιο.
Γιαννακοπούλου, Ε. (2014) *Οδηγός Μελέτης για την Πιστοποίηση της Εκπαιδευτικής επάρκειας Εκπαιδευτών Ενηλίκων της μη τυπικής εκπαίδευσης*, Αθήνα, Μεταίχμιο.

- Relevant links
- Relevant journals
- Folder with additional materials prepared by the tutor

7. Sociology of Educational Practices (ΚΕΠ14)

Nikos Fotopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΕΠ14	**SEMESTER**	6

COURSE TITLE	SOCIOLOGY OF EDUCATIONAL PRACTICES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP298/

2. LEARNING OUTCOMES

Learning outcomes

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

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

By the end of the course, students will be able to:

Think critically the process of social construction of knowledge through the dominant educational practices

Analyze the current educational practices according to the sociological rules and methods

Interpret the content of educational practices through the current educational apparatuses

Understand the complexity of the educational practices

Create a systemic approach of the educational practices

Explain the function of the human relationships through the educational systems

Understand the basic sociological theories in connection with the main educational practices

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

- Criticism and self-criticism
- Adapting to new situations
- Team work
- Production of new research ideas
- Showing social and professional responsibility
- Critical thinking and re-thinking

3. SYLLABUS

Module 1 Educational practices and the social construction of knowledge

Module 2 Educational inequality and educational practices

Module 3 Power, knowledge, social reproduction

Module 4 Cultural inequality/ cultural capital/ heterogeneity

Module 5 Basic Sociological theories and Education

Module 6 Basic Sociological theories and Education

Module 7 Basic Sociological theories and Education

Module 6 Basic Sociological theories and Education

Module 8 Educational Practices and Educational Policy

Module 9 Educational Practices and Educational Policy

Module 10 Educational Practices and Educational Policy

Module 11 Education and Social Reproduction

Module 12 Education and Social Reproduction

Module 13 Revision

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	ICT in teaching, e-class, skype.

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	39
	Study and analysis of bibliography	6
	Project preparation (case study)	15
	Study of the course material	40
	Course total	
	Course total :	100

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	open-ended questions problem solving, written work, essay/report, The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Blackledge D. & Hunt B. (2004), *Sociology of Education*, Athens: Metehmio (In Greek).

Fischer L. (2006), *School Sociology*, Athens: Metehmio (In Greek).

Kantzara B. (2008),*Education and Society*, Athens: Polytropon. (In Greek).

Fragkoudaki A. (1985), *Sociology of Education*, Athens: Papαzisis (In Greek).

- Related academic journals:

American Journal of Education

British Journal of Sociology of Education

Ελληνική Κοινωνιολογική Επιθεώρηση

Folder with additional materials prepared by the tutor

8. Education for Minorities, Migrants and Refugees (ΚΕΠ24)

Despina Karakatsani

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ24 **SEMESTER** 7
COURSE TITLE	EDUCATION FOR MINORITIES, MIGRANTS AND REFUGEES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	CORE ELECTIVE COURSE
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP291

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

By the end of the course, students will be able to:

- Describe the characteristics of modern multicultural societies and the role of migrant education
- Identify the ideological components of multicultural/intercultural education
- Recognize the role and objectives of democratic education, active citizenship and citizenship education
- Identify the main objectives, tools and materials for antiracist educational policy
- Analyse the notions: ethnocentrism / cosmopolitanism, racism and xenophobia, prejudices and stereotypes and identify the role of educational system
- Identify the political and educational dilemmas for the education policies for migrants, refugees and minorities on national and international level
- Analyse the materials, documents and agents in this field

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

Search and analysis of information
Group work
Independent work

Decision making

Preparation of exercises and projects

Presentation of exercises and projects-Comments on others presentations

3. SYLLABUS

Short Description

The course aims to critically address the different questions regarding the content, aims and dilemmas associated with cultural pluralism, intercultural education, inclusion and school integration of 'other' students.

The aim of the course is to analyze the following topics: bilingualism, multilingualism and education, teacher education and heterogeneity, school failure - school achievement and dropout of migrants, refugees and minorities. It will also analyze the case of the Muslim minority in Thrace, Roma education and refugees, the role of the Educational Priority Zones and parental involvement.

Course structure

The course consists of the following modules:

1. Introduction to Multicultural Education (Models – pedagogical and educational materials and tools) (week 1)

2. Education Policy for heterogeneity in different European countries (UK / France). (week 2)

3. Teacher Education in multicultural education (week 3)

4. Bilingualism and Education. The case of Canada (week 4)

5. Education policy for migrants and minorities in Greece (week 5)

6. Refugees Education in Greece (week 6)

7. Study Visit at a school (Educational Priority Zone) (week 7)

8. Xenophobia-Nationalism-Racism. Elements of an antiracist education (week 8)

9. Democracy and participation in Schools/ Alternative Educational methods (presentation of a film-analysis and discussion) (week 9)

10. Active Citizenship and Education (week 10)

11. Cosmopolitan citizenship and Education (week 11)

12. Education for Human Rights-The Pedagogy of Human Rights (week 12)

13. Citizenship Education and History Teaching in a multicultural school (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of ICT (Power Point and Internet) in Teaching. • Support the learning process through e-class
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>**Lectures**</td><td>30</td></tr><tr><td>Presentation of short term written exercises</td><td>20</td></tr><tr><td>Independent study</td><td>30</td></tr><tr><td>Presentation of final project</td><td>20</td></tr><tr><td>Course total</td><td>*100*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of*	Final evaluation Student evaluation is continuous throughout the semester and includes: A) Short-term written exercises (300 words) to control both the understanding of the issues and the capacity of analysis and group work (25%) B) Preparation and delivery of Final Papers-Projects (50%) C) Presentations of the papers and commentary on the work of other students (25%)

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

5. ATTACHED BIBLIOGRAPHY

Suggested textbooks :

Askouni N. (2006*), Education of the minority of Thrace. From the margin to the perspective of social class,* Athens: Alexandreia (In Greek).

Charavitsidis, P. (2013). Building a democratic and human school in Athens, Athens: Epikentro.

- Related academic journals:

- Journal of Migrant Education, http://journalofmigranteducation.org/ index.php/ jme
- Journal of Multicultural Education, https://www.emeraldinsight.com/journal/jme

Folder with additional materials prepared by the tutor

9. ICT in Education (ΚΕΠ17)

Athanassios Jimoyiannis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΚΕΠ17	**SEMESTER**	7

COURSE TITLE	ICT IN EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	http://eprl.korinthos.uop.gr/moodlelms

2. LEARNING OUTCOMES

Learning outcomes

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

The course aims at offering students the opportunity

- To familiarize themselves with digital tools suitable for education and online learning environments
- To acquire knowledge regarding general principles, policies and pedagogy of using ICT in educational practice
- To understand the principles and models of educational design.

By the end of this course, the students are expected to :

- To use of educational software (multimedia, simulations, modelling tools, conceptual mapping, etc.)
- To use of Web applications 2.0 in education (platforms, forums, blogs, wikis etc.)
- To enhance their educational design skills with ICT
- To apply principles and methodologies in order to design and implement educational ICT-based interventions and programs
- To use effective criteria for evaluating digital learning environments and educational material
- To critically study and evaluate current policies regarding the integration of ICT in education.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Project planning and management
- Production of free, creative and inductive thinking
- Production of new research ideas

3. SYLLABUS

Short description

This course is designed to introduce students into the educational applications of Information and Communication Technologies (ICT). The overall aim is to provide a comprehensive overview of the scientific field of ICT in Education and the contemporary trends in research, educational planning and implementation in practice.

Combining classroom sessions and laboratory practice, the students are expected

- To develop an integrated view of ICT in education as an independent scientific field
- To understand ICT as a cognitive/learning tool in the context of contemporary theories about teaching and learning
- To critically analyse current educational policies regarding ICT in education.

Course structure

The content is structured along four axes:

- ICT and learning theories
- Educational software and Web-based learning environments
- ICT and learning design
- Policies about ICT in education.

1. ICT in 21st century education Course introduction	Chapter 2	http://eprl.korinthos.uop.gr/moodlelms/mod/page/view.php?id=472
2. Creativity and Learning. ICT and learning theories. Asynchronous discussions	Chapter 4	

	Lab Exercise 1: Familiarization with the Moodle LMS, Online Chat		
3.	ICT in educational practice *Lab Exercise 2: Concept mapping (CmapTools)*	Chapter 2	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=479
4.	Digital Educational Resources-Learning Objects *Lab Exercise 3: Evaluation and educational use of learning objects and resources*	Course folder	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=488
5.	Educational uses of the Web: WebQuest *Lab Exercise 4: Familiarization with WebQuests*	Course folder	http://eprl.korinthos.uop.gr/moodlelms/mod/assign/view.php?id=496
6.	*Lab Exercise 5: Webquest design project (individual student work)*	Course folder	http://eprl.korinthos.uop.gr/moodlelms/mod/assign/view.php?id=496
7.	*Lab Exercise 6: Students present their Webquests in the classroom Evaluation criteria of Webquests Discussion-reflection*		
8.	Educational uses of the Web: *Lab Exercise 7: Timeline Tools*	Chapter 6	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=489
9.	Web 2.0 in education *Lab Exercise 8: Collaborative creation of educational scenario through wiki*	Chapter 7	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=491
10.	Pedagogy and Web 2.0 in education (blogs , e-portfolios)	Chapters 8, 10	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=491
11.	Web 2.0 in education *Lab Exercise 9: Collaborative creation of educational scenario through wiki*	Chapter 9	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=491
12.	Teachers and ICT in education	Course folder	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=497
13.	Educational Policy and ICT	Course folder	http://eprl.korinthos.uop.gr/moodlelms/mod/folder/view.php?id=497

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face sessions and lab practice
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course comprises • Lectures on theoretical subjects • Practice and learning tasks in the computer laboratory • Individual and group students' work • Asynchronous online discussions and instructor feedback.

TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	26
Laboratory practice	26
Fieldwork and assignments preparation	15
On-line learning tasks and activities	13
Study and analysis of bibliography	20
Course total	100

STUDENT PERFORMANCE EVALUATION

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

Student assessment is based on

• Individual and collaborative assignments (30%)
• Participation in lectures and on-line course activities (20%)
• Written final exam (50%

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

5. ATTACHED BIBLIOGRAPHY

Course folder (including tutor's notes, worksheets, online sources, scientific articles etc.), which is prepared and updated by the course instructor every academic year.

Jimoyiannis A. (2017). E-Learning: Theoretical approaches and educational designs. Athens: Kritiki.

Komis V. (2004). Introduction to the educational applications of ICT. Athens: New Technologies.

10. e-Learning and Distance Learning (ΚΕΠ18)

Athanassios Jimoyiannis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ18

COURSE CODE	ΚΕΠ18	**SEMESTER**	7

COURSE TITLE	E-LEARNING AND DISTANCE LEARNING

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	http://eprl.korinthos.uop.gr/moodlelms

2. LEARNING OUTCOMES

Learning outcomes

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

The course aims at offering students the opportunity

- To become familiar with contemporary technologies and e-learning environments

- To understand the general principles and pedagogy of e-learning models

- To develop an integrated view of distance learning and e-learning as independent scientific fields

- To design e-learning programs for formal and non-formal education.

By the end of this course, the students are expected to :

- To use web applications for educational purposes (learning management systems, platforms, forums, blogs, wikis, e-portfolios etc.)

- To design e-learning programs for formal and non-formal education

- To apply design principles in educational e-learning programs for formal and non-formal education

- To apply effective evaluation criteria for e-learning programs

- To critically study and evaluate current trends and policies for e-learning.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

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

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

- Working independently

- Team work

- Project planning and management

- Production of free, creative and inductive thinking

- Production of new research ideas.

3. SYLLABUS

Short description

This course is designed to introduce students into e-learning and distance learning. It focuses on current trends and perspectives of e-learning and the technologies used in online programs and systems.

Combining classroom sessions and laboratory practice, the students are expected

- To develop a comprehensive view of the scientific fields of e-learning and distance learning
- To understand the role of contemporary technological environments in education and lifelong learning
- To deepen in general and specific aspects of educational policies for effective e-learning methods in formal education and professional development.

Course structure

The content is structured along four axes:

- E-Learning Technologies
- Distance Learning
- E-learning models and educational materials
- Policies and current trends in e-learning field.

1. E-Learning in the 21st Century	Chapter 1	https://eclass.uop.gr/modules/units/?course=SP267&id=2603
2. E-Learning	Chapter 2	https://eclass.uop.gr/modules/units/?course=SP

		P267&id=2604
3. E-Learning Technologies	Chapter 2	https://eclass.uop.gr/modules/units/?course=SEP267&id=2604
4. Distance Learning	Chapter 3	https://eclass.uop.gr/modules/units/?course=SEP267&id=2628
5. Pedagogical theories and e-learning	Chapter 4	https://eclass.uop.gr/modules/units/?course=SEP267&id=2635
6. E-learning models	Chapter 5	https://eclass.uop.gr/modules/units/?course=SEP267&id=2636
7. Models of e-learning and educational design	Chapter 5	https://eclass.uop.gr/modules/units/?course=SEP267&id=2636
8. Design of on-line courses	Chapter 6	https://eclass.uop.gr/modules/units/?course=SEP267&id=2694
9. Asynchronous discussion forums in e-Learning courses	Chapter 6	https://eclass.uop.gr/modules/units/?course=SEP267&id=2695
10. Web 2.0 Environments	Chapters 8, 9	https://eclass.uop.gr/modules/units/index.php?course=SEP267&id=2899
11. E-Learning 2.0	Chapter 7	https://eclass.uop.gr/modules/units/?course=SEP278&id=2866
12. Learning Communities	Chapter 11	https://eclass.uop.gr/modules/units/index.php?course=SEP267&id=2899
13. MOOCs	Chapter 11	https://eclass.uop.gr/modules/units/index.php?course=SEP267&id=2899

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face sessions and lab practice
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course comprises • Lectures on theoretical subjects • Practice and learning tasks in the computer laboratory • Individual and group students' work • Asynchronous online discussions and instructor feedback.
TEACHING METHODS	*Activity* *Semester workload*

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	26
	Laboratory practice	26
	Fieldwork and assignments preparation	15
	On-line learning tasks and activities	13
	Study and analysis of bibliography	20
	Course total	100

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student assessment is based on • Individual and group assignments-activities in lectures and on-line (30%) • Individual essay or group research project (20%) • Final written examination (50%)

5. ATTACHED BIBLIOGRAPHY

Course folder (including tutor's notes, worksheets, online sources, scientific articles etc.), which is prepared and updated by the course instructor every academic year.

Jimoyiannis A. (2017). E-Learning: Theoretical approaches and educational designs. Athens: Kritiki (in Greek).

Garrison D. & Anderson T. (2011), e-Learning in the 21st Century: A Framework for Research and Practice, Routledge.

11. Evaluation of Educational Actions and Policies (ΚΕΠ28)

Despina Tsakiris

COURSE OUTLINE

1. GENERAL

SCHOOL	OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΚΕΠ28 **SEMESTER** 6
COURSE TITLE	EVALUATION OF EDUCATIONAL ACTIONS AND POLICIES

	WEEKLY TEACHING HOURS	**CREDITS**
• Lectures • Presentations and analyzes of scientific texts related to the thematic units of the course by a certain number of students • Laboratory exercises		
	6	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory, optional course
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP223/

2. LEARNING OUTCOMES

By the end of the course, students will be able to:

• *document the implications of the evaluation of educational action in the political*

context.

• Identify and document the differences in political approaches to the role of the education system in the modern state.

• document the role of evaluation in each of the policy approaches.

• Identify the political and social implications of how to organize and implement the evaluation of educational action (indicators, index processing, use and publicity).

• demarcate and explore a subject of study that is linked to an applied educational policy in the field of evaluation.

• Describe and analyze the legislative framework of an educational policy in the evaluation and review its subject matter in bibliography.

• Be aware of and implement the stages of designing a research project to study an educational policy in evaluation.

• To prepare a research paper on the study of an educational policy in evaluation.

The acquired skills relate to:

• Familiarisation with the tabulation of a scientific text (article or book chapter).

• Presentation and critical analysis of a scientific article on the basis of a draft (model) suggested by the lecturer.

• Identifying bibliography related to the subject of study.

• Literature recording according to the APA syste.

• Making a Power-Point presentation in the course.

• Developing a research project on an evaluation policy through cooperative forms of work.

• The use of ICTs and in particular the Wiki for the development of a collaborative method.

• The writing of a scientific work.

General Competences

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

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

Project planning and management

Respect for difference and multiculturalism

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

• Search, analyze and synthesize data and information, using the necessary technologies. Adapt to new situations.

• Autonomous work

• Exercise of criticism and self-criticism.

• Promote free, creative and inductive thinking

•Teamwork

•Decision making

2. SYLLABUS

Aims of the course:

• Analysis of the role of evaluation of educational activity (school unit and educational system) through different political approaches dealing with the relation state - society - education.

• Study the social and political implications of how to organize and implement the evaluation of educational action.

• Familiarize students with designing and conducting studies on educational policies in the field of evaluation.

• Involvement in the research process of educational policies in the field of evaluation through a teaching methodology based on cooperative forms of work.

• Implementation of a research project by assembled student groups to study an educational policy in the field of evaluation of either actions (self-evaluation of MS, assessment of teacher training program, assessment of educational programs, etc.) or

persons (pupils, teachers, school managers, school counselors, etc.)

Course structure

The course consists of the following modules:

Part I: Evaluation of Educational Units and Educational Systems

Module 1: Establishing an assessment of educational action in the globalized education system. General considerations

Module 2: Socio-historical milestones of the evaluation of the educational system of Greece

Module 3: The inspector's institution and the institution of the school counselor: social issues and educational policies

Module 4: Educational policies of school self-assessment in Greece

Module 5: The concept of accountability and the political implications of accountability in Education

Module 6: Liberal political approaches to accountability

Module 7: Marxist political approaches to accountability

Module 8: The political approaches of the welfare state

Module 9: Pluralistic political approaches to accountability

Module 10: Evaluation of school units: legalization, strategies and practices

Module 11: The role of indicators in the evaluation of school units

Module 12: Evaluation services of school units in EU countries

Module 13: The PISA Program and School Unit Assessment

II PART TWO: Evaluation and Applied Educational Policies

Module 14: Introduction to the special educational policies investigation with the use of collaborative learning through the Online Wiki

Module 15: Criteria contributing to the documentation of the scientific interest of the subject matter of an evaluation policy.

Module 16: Delimiting an object of study of an educational policy of evaluation and analysis of the phases of their investigation

Module 17: Development of data collection and analysis tools from the day-to-day approach of an educational evaluation policy

Module 8: Differential evaluation between archive material drawn from the printed and electronic press and bibliographic material derived from scientific texts

Module 19: Legislative review of an evaluation policy: General considerations for its purpose and data collection techniques.

Module 20: Presentation and description of the analysis phases of the legislative review by identifying and formulating thematic categories

Module 21 :Presentation and description of how to draw up a legislative review with the definition and formulation of interpretative categories

Module 22: Description, analysis and presentation of the bibliographic review through the formulation of thematic and interpretative categories.

Module 23: Types of scientific research and selection criteria for exploring an applied educational policy in the evaluation.

Module 24: Methods of social research to investigate applied educational policies and basic stages of methodological planning of empirical research and documentary research

Module 25: Description and analysis of data collection conditions in empirical research and documentary research. Differential approaches.

Module 26 : Analysis, Interpretation and Data Presentation in Empirical Research and Documentary Research: Differential Approaches

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use ICT to present the lessons • Communicating with the students through the e-class e-class platform of the course • Communicating with students via email

TEACHING METHODS *The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,*		
	Activity	*Semester workload*
	Lectures	**40**
	Independent study	**35**
	Presentation and analysis by students of scholarly texts assigned by the Instructor.	**15**

educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are written as well as the hours of non-directed study according to the principles of the ECTS	Submission of presentations in the form of Power-Point on its electronic platform.	
	Study of PowerPoint-based presentations in e-class	5
	Discussion of presentations within the classroom	5
	Course total	*100*
	ACTIVITY	**SEMESTER WORK LOAD B.**
	Lectures	**20**
	Surveillance and feedback	**15**
	Teamwork and interactive teaching	**15**
	Preparation of a project and writing	**35**
	Workshop exercises	**10**
	Independent study	**5**
		100 (25 hours of workload per unit of credit)
STUDENT PERFORMANCE EVALUATION Description of the evaluation process. Assessment Language, Assessment Methods,	1. Optional work (10%) which is prepared and presented during the semester, provided that the student has attended at least 10 of 13 lessons. 2. The work consists of the presentation and critical analysis of a scientific article (suggested by the instructor or selected by the student / s with the	

Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other

Specifically identified evaluation criteria are stated and if and where they are accessible to students. | instructor's approval).

3. Written examination at the end of the semester. Work mandatory (45%)

Topics development or text commentary presented and discussed in the course. (The examination is done by using course material and notes)

4. Planning, organizing and implementing research by student groups to investigate an educational evaluation policy.

Student assessment is carried out throughout the semester. This work is mandatory (45%).

Evaluation criteria:

1. Understanding of discourse in the scientific field of the taught subject

2. Understanding of the basic theoretical concepts taught and the ability to use them when analyzing a scientific text.

3. Documentation of the analysis of the evaluation of actions by sociologists and social scholars of educational policy.

 4. Analysis of existing education policies in the field of evaluation of actions

5. Enchancement of the ability to think critically through appropriate questions on the impact of educational policies in the evaluation of educational actions (programs, organizations and systems)

6. Enhancement of Critical Capacity through appropriate questions regarding policy and scientific proposals to address issues related to the evaluation of educational actions.

7. The assessment of a work done at team level takes into account both the quality criterion of the final 'product' of the work and the participation and contribution of the students in carrying out that work throughout its preparation.

8. The documentation of the student's participation and the evaluation of his / her contribution to this work is based on identified indicators given to the students during the Power-Point lesson of the course on the e-class e-class platform, as well as in |

the environment Wiki.

5. ATTACHED BIBLIOGRAPHY

Bibliography referring to evaluation of schools and education systems

Bonniol, J.J., &Vial, M. (2007). *Τα μοντέλα αξιολόγησης: θεμελιώδη κείμενα με ερμηνευτικά σχόλια.* Αθήνα: Μεταίχμιο.

Ζαμπέτα Ε. (1995). Η εκπαιδευτική πολιτική στην Πρωτοβάθμια Εκπαίδευση 1974-1989. Αθήνα: Θεμέλιο

Ζμας, Α. – Βασιλού, Β. (2007). Παγκοσμιοποίηση και Εκπαιδευτική Πολιτική. Αθήνα: Μεταίχμιο.

Μπαγάκης, Γ. (επιμ.) (2001). *Αξιολόγηση εκπαιδευτικών προγραμμάτων και σχολείου.* Αθήνα: Εκδόσεις Μεταίχμιο.

Παπαδάκης, Ν. (2003). *Εκπαιδευτική πολιτική: Η εκπαιδευτική πολιτική ως κοινωνική πολιτική;* Αθήνα: Ελληνικά Γράμματα.

Παπακωνσταντίνου, Π. (2005). *Εκπαιδευτικό έργο και αξιολόγηση στο σχολείο- Κριτική ανάλυση-Υλικό στήριξης,* Αθήνα: Μεταίχμιο

Bibliography referring to evaluation and applied education policies

Bonniol, J.J., & Vial, M. (2007). *Τα μοντέλα αξιολόγησης: θεμελιώδη κείμενα με ερμηνευτικά σχόλια.* Αθήνα: Μεταίχμιο.

Creswell, J. W. (2011). *Η έρευνα στην εκπαίδευση. Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας.* Αθήνα: Ίων / Έλλην.

Μουζέλης, Ν. (2009*). Οργάνωση και Γραφειοκρατία. Ανάλυση των σύγχρονων θεωριών* (2η έκδ.). Αθήνα-Θεσσαλονίκη: Εκδόσεις Σάκκουλα.

Παπαδάκης, Ν. (2009). *Εκπαιδευτική πολιτική. Η εκπαιδευτική πολιτική ως κοινωνική πολιτική(;)* (4η έκδ.). Αθήνα: Ελληνικά Γράμματα.

Robson, C. (2007). *Η έρευνα του πραγματικού κόσμου: Ένα μέσο για κοινωνικούς επιστήμονες και επαγγελματίες ερευνητές.* Αθήνα: Gutenberg.

Τσακίρη Δ. (2018) Η θέσμιση της αξιολόγησης των μαθητών και το φαντασιακό στοιχείο, Αθήνα : Μεταίχμιο

Τσακίρη, Δ. (2007). «Η αξιολόγηση στην εκπαίδευση : ποικιλότητα και συνθετότητα νέων αιτημάτων και καταστάσεων στην εκπαιδευτική πράξη - Ερευνητικές διαπιστώσεις και προοπτικές» *4ο Πανελλήνιο Συνέδριο του Ελληνικού Ινστιτούτου Εφαρμοσμένης Παιδαγωγικής Εκπαίδευσης (ΕΛΛ.Ι.Ε.Π.ΕΚ.),* Αθήνα, 4-6/05/2007, σελ. 372-379 (Πλήρες κείμενο).

http://www.elliepek.gr/Documents/4o_Synedrio_Eisigiseis/372_379.pdf

Τσιβάκου, Ι. (Επιμ.) (1995, *Δράση και σύστημα. Σύγχρονες προσεγγίσεις στη θεωρία των οργανώσεων*. Αθήνα: Θεμέλιο

FOLDER WITH ADDITIONAL MATERIALS PREPARED BY THE TEACHER

Related academic journals:

1. Journal of Education Policy
2. British journal of sociology of education
3. British education research journal

12. Economics of Education (ΚΕΠ11)

Christos Koutsampelas

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	POSTGRADUATE
COURSE CODE	KEP 11 **SEMESTER** 6
COURSE TITLE	ECONOMICS OF EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialisation course
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP314/

2. LEARNING OUTCOMES

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

The aim of this course is to introduce students on how key economic concepts are applied in the field of education, with considerable emphasis being placed on presenting and explaining recent findings from the economics of education literature. On completion of this course, students should be able:

- To understand key economic concepts, ideas and theories and how they are applied in education.
- To formulate policy implications on the basis of recent empirical findings and sound economic theory.
- To understand and critically reflect on economic theories relevant to education sector.
- To analyse and synthesise economic knowledge and apply it on real problems arising in the education sector.
- To present, communicate and interpret economic key concepts in non-technical language.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

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

2. Criticism and self-criticism.

3. Production of free, creative and inductive thinking.

3. SYLLABUS

Short description

The course provides an introduction to key aspects of economics of education as well as present the most important findings of the recent empirical research in the field. Covered topics include, inter alia, the theory of human capital, the private and social return of education, the Mincerian earnings function, signalling theory, the importance of class size, class formation and peer effects, the role of education in economic growth, the interrelationship between education and economic inequality, the choice of school and the financing of education.

Course structure

The course develops in 13 lectures.

1. Basic principles of economics and introduction to economics of education

2. The economic importance of education

3. Human capital theory: education as an investment

4. Signalling theory

5. The Mincerian earnings function

6. The supply side I

7. The supply side II

8. Education and economic growth

9. Education and economic inequality

10. Financing of education (private and public spending on education)

11. The economic importance of non-cognitive skills

12. Parental choice

13. Students' presentations and discussion

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Lectures delivered with the use of Power Point slides. Course activities are organised through e-class and frequent use of e-mail.

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

Activity	Semester workload
Lectures	39
Essay writing	15
Independent study – preparation for final exam	54
Course total	*100*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students' evaluation is based on written final examination which consists of a combination of short-answer questions and open-ended questions. There is also the possibility of an optional essay assignment (counting for 30% of the final grade).

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Psacharopoulos (1999). The economics of Education, Papazisis, Athens.

Papageorgiou and Xatzidima (2003). Introduction to the Economics of Human Resources and Education. Stamoulis, Athens.

- Related academic journals:

Education Economics

Economics of Education Review

13. Critical Pedagogy (EE12)

Maria Nikolakaki

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE12	**SEMESTER**	6

COURSE TITLE	CRITICAL PEDAGOGY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	6 (3 teaching hours +3 workshops)	8

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Core Elective
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Short description

The course focuses on critical educational theory and teaching and learning practices aimed at developing critical consciousness. Critical pedagogy refers to critical consciousness that is seen as the necessary first step of a wider collective way of existence for the democracy and the creation of a society based more on equality and social justice. The field covers a wide range of educational subjects such as the curriculum, the style of teaching, the role of the state, the influence of power, the so-called hidden curriculum, the issues of cultural and individual identity, gender issues and others.

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

- be aware of how the social context affects educational abilities and performance.

- realize the role of the educational system in social change.

- be in contact with critical theories of social reproduction and inequality in education.

- evaluate the impact of education reforms.

General Competences

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

- Autonomous work.
- Teamwork.
- Working in an interdisciplinary environment.
- Promote free, creative and inductive thinking.
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues.
- Respect for diversity and multiculturalism.
- Recognition of gender discrimination.
- Develop and cultivate critical thinking.

3. SYLLABUS

Short Description

The course focuses on critical educational theory and teaching and learning practices aimed at developing critical consciousness. Critical pedagogy refers to critical consciousness that is seen as the necessary first step of a wider collective way of existence for the democracy and the creation of a society based more on equality and social justice. The field covers a wide range of educational subjects such as the curriculum, the style of teaching, the role of the state, the influence of power, the so-called hidden curriculum, the issues of cultural and individual identity,

gender issues and others.

The course develops in 13 lessons and 13 workshops.

Section Title	Bibliography	Presentation Link
1. Basic concepts of critical pedagogy 2. The relationship between critical pedagogy and the School of Frankfurt 3. Paulo Freire and Critical Awareness 4. Peter McLaren and the theories of resistance 5. Representatives of critical pedagogy and their theories 6. Representatives of critical pedagogy and their theories 7. The relationship between Marxism and Critical Pedagogy 8. Critical pedagogy in the classroom 9. Neoliberalism and education 10. International organizations and education 11. Limits of autonomy and bureaucracy of teachers 12. Linking theory and practice to critical pedagogy 13. Towards a Training of Emancipation		
Workshops		
• Study groups of "The Pedagogy of the Compressed" and "The Pedagogy of Hope" (total of 3 + 3 meetings)		
• One day visit to schools in the region (equivalent to 2 meetings)		

• Feedback of workshop on students' actual experiences of visiting schools (3 meetings)		
Student performance evaluation:		
Suggestion 1	Theoretical Essays	
Suggestion 2	Field investigations	
Suggestion 3	Written Examination	
Suggestion 4	Participation in the lesson	
Other	………………………	

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and in communication with students	
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.The*	*Activity*	*Semester workload*
	Lectures	39
	Workshops	55
	Study and analysis of bibliography	40
	Essay writing	20
	Independent Study-	46

	Activities	
	Course total	*200*

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Written examination. Development questions (50%). Participation in the lesson (10%). The students are required to write an essay (2000-5,000 words) in which they should further explore and comment on critical subjects presented in the lesson (40%).

5. ATTACHED BIBLIOGRAPHY

Apple, M. (1986/1979). Ideology and The Curriculums. Translation by T. Darveris. Thessaloniki: Observer.

Gounari, P. & Grollios, G. (2010). Introduction. In P. Gounari & G. Grollios (ed.). Critical Pedagogy, a collection of texts. Athena: Gutenberg, 11-61.

Grollios, C. (2005). Paulo Freire and the Curriculum. Thessaloniki: Vanias Publications.

Freire, P. (1977/1972). Pedagogy of The Oppressed. Translation by C. Kritikos. Int. Th. Gerou. Ed. A. Stavrou. Athens: Rappa Publications.

Peter McLaren & Ramin Farahmandpur (2013) For a Pedagogical Resistance-Teaching Against Global Capitalism and New Imperialism, Topos.

Adorno, T. (1990). Theory of semi-education, Translation by L. Anagnostou. Athens: Alexandria.

Apple, M. (2005). Ideology and Curriculums, Translation by T. Darveris. Athens:

Epikentro Publications.

Nikolakaki, M. (2011). Critical Pedagogy in the New Middle Ages: Challenges and Possibilities. In M. Nikolakaki (Ed.), Critical Pedagogy in the New Middle Ages. Athens: I. Sideris.

Tsaphos, B. (2014). Curriculum. Theoretical Approaches and Educational Orientations. Athens: Metaichmio.

FREE ELECTIVE COURSES

1. Social Policy and Local Government (EE4)

Panayiotis (Takis) Theodorikakos

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE4 **SEMESTER** 3
COURSE TITLE	SOCIAL POLICY AND LOCAL GOVERNMENT

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

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

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to*

The institutional framework that defines the Local Government activities with an emphasis on Social Policy. The responsibilities of both the First level Authorities and the Regional Authorities. The framework for implementing Social Policy by the local Authorities. The new policies, programs and actions of the local authorities during the economic crisis.

The aim of the course is that students acquire and consolidate the capacity of creative communication and cooperation with Local Authorities, through applied research for social policy programs. Also, the course aims for students to gain the ability to define indicators for assessing pilot social policies by Local Authorities

Learning Outcomes:

Introduction to research, literature review, assessing information, discussion guide for qualitative research, questionnaire design. Developing the skills for scientific work and presentation.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

……

Others…

…….

Search for, analysis and synthesis of data and information

Adapting to new situations

Decision-making

Team work

Production of new research ideas

Respect for difference and multiculturalism

Criticism and self-criticism

Working in an interdisciplinary environment

Production of free, creative and inductive thinking

2. SYLLABUS

The course analyses topics in Social Policies and Local Government

Title	Literature	Link
1. Responsibilities of A' Level Local Authorities – Part A'	Chlepas N.-K. (1999) Local administration in Greece. The Dialectical competition between decentralization and local government, Athens - Komotini Contiades X. - Theodore N. Tsekos (2008), Restructuring Social Administration at the local level, Papazisis, Athens Contiades X. (2005) "The welfare state as a precautionary response to the crisis of the traditional welfare state", in: Anthopoulos X., & Contiades X., Papatheodorou T. (ed.), Security and Rights at Risk Society, Athens E.E.T.A.A (1995), Social Policy and Local Government. Present situation and prospects, EETAA - KEDKE Athens Sotiropoulos, D. (2003), "Opsis Babylonia: Land Interpretations	https://eclass.uop.gr/courses/SEP255/

	of post-war welfare development in Greece ", in D. Venieris / Papatheodorou C., (ed.) Social Policy in Greece Challenges and Prospects, Athens. Stasinopoulou O. (1999), The Local Community in Pursuit of Social Policy, Local Government, The Challenge of Reform	
2. Responsibilities of A' Level Local Authorities – Part B'	As above	https://eclass.uop.gr/ courses/SEP255/
3. Responsibilities of Regional Government – Part A'	As above	https://eclass.uop.gr/ courses/SEP255/
4. Responsibilities of Regional Government – Part B'	As above	https://eclass.uop.gr/ courses/SEP255/
5. Responsibilities of Regional Government – Part C'	As above	https://eclass.uop.gr/ courses/SEP255/
6. Social Policy Implementation in Local Authorities – Part A'	As above	https://eclass.uop.gr/ courses/SEP255/
7. Social Policy Implementation in Local Authorities – Part B'	As above	https://eclass.uop.gr/ courses/SEP255/
8. Policies, programs and activities of Local Government during the economic crisis	As above	https://eclass.uop.gr/ courses/SEP255/
9. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP255/
10. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP255/

11. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP255/
12. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP255/
13. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP255/

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	39
Research	20
Presentation	5
Study - exams	36
Course total	*100*

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure. Language of

Greek is the language of evaluation, student need to achieve at least a 5 to pass the course. The grade is derived by attending the lectures (50%), written

evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	exams (25%) and research assignment (25%). The research assignment is on topics related to Social Policies in Local Government. The assignment, selected in consultation with the course instructor, is on reporting on and presenting the social policy activities of specific local authorities agencies.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Chlepas N.-K. (1999) Local administration in Greece. The Dialectical competition between decentralization and local government, Athens - Komotini
Contiades X. - Theodore N. Tsekos (2008), Restructuring Social Administration at the local level, Papazisis, Athens
Contiades X. (2005) "The welfare state as a precautionary response to the crisis of the traditional welfare state", in: Anthopoulos X., & Contiades X., Papatheodorou T. (ed.), Security and Rights at Risk Society, Athens
E.E.T.A.A (1995), Social Policy and Local Government. Present situation and prospects, EETAA - KEDKE Athens
Sotiropoulos, D. (2003), "Opsis Babylonia: Land Interpretations of post-war welfare development in Greece ", in D. Venieris / Papatheodorou C., (ed.) Social Policy in Greece Challenges and Prospects, Athens.
Stasinopoulou O. (1999), The Local Community in Pursuit of Social Policy, Local Government, The Challenge of Reform

2. History of Education (EE6)

Foteini (Efi) Gazi

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE6 **SEMESTER** 3
COURSE TITLE	HISTORY OF EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Optional course
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English
COURSE WEBSITE (URL)	http://dlp.korinthos.uop.gr/courses/UNDERG122/

2. LEARNING OUTCOMES

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

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

The course aims at offering students the opportunity
• to study the central developments in Greek education during the modern and contemporary period
• to combine historical knowledge with the analysis of contemporary educational realities
• to approach education within the wider political and social context

After the completion of the course, students should
• have knowledge of the historical frame of Greek education
• be able to analyze modern educational phenomena within the historical context
• should be able to critically approach contemporary and long term currents in education

General Competences

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

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

Independent and team work

Respect for difference and multiculturalism

Sensitivity to gender issues

Production of new research ideas

Criticism and self criticism

Production of free, creative and inductive thinking

3. SYLLABUS

Short description

The course examines the basic developments in Modern Greek education since the establishment of the independent Greek state. Education is studied within the wider political, social and ideological context. Particular emphasis is given on the Greek education system, on educational policies and on processes of reform. Women's education, the language question, the history of the university in the 19th and 20th centuries as well as minority education are also examined in the course.

Course structure

The course consists of the following modules:

1. Introduction: What is the History of Education
2. The Ottoman Period and the Greek Revolution
3. Educational projects, institutions and practices in the first half of the 19th century - A
4. Educational projects, institutions and practices in the first half of the 19th century - B
5. Education and national ideology in the 19th century
6. Reforms in the Greek education
7. Education and the language question in Greece
8. Educational visit / Research seminar
9. Womens' education in the 19th and the 20th c.
10. History of the University in Greece
11. Education and Reforms in postwar Greece
12. Minority education
13. Conclusions, themes and bibliography for further reading

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face – to - face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching (ppt., internet sites, digital material, databases etc.) Use of e class Use of e-mail

TEACHING METHODS

The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	39
Study and analysis of bibliography	50
Short assignments or presentations in the context of educational visits/research seminars	11
Course total	*100*

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and

Student assessment includes:

I. Written final exam including
multiple choice questions and in Departmenth
analysis of a specific theme
(80%)
II. mid-term assignment (between weeks 9- 12) and
participation in an educational visit/research
seminar which includes oral presentation
(optional) (20%)

Erasmus students are assessed on the basis of a
written assignment in English and of a presentation
in class.

where they are accessible to students.	The syllabus includes the criteria of evaluation in detail while relevant information is given to students at the beginning of the course.

5. ATTACHED BIBLIOGRAPHY

Δημαράς Α. - Βασιλού-Παπαγεωργίου Β. (2008), *Από το κοντύλι στον Υπολογιστή, 1830-2000,* Μεταίχμιο, Αθήνα.

Αντωνίου , Δαυίδ (2008), *Διαδρομές και στάσεις στη νεοελληνική εκπαίδευση 19ος - 20ος αι.*, Μεταίχμιο, Αθήνα.

Θεριανός Κ. - Κάτσικας Χ. (2007), *Ιστορία της νεοελληνικής εκπαίδευσης*, Σαββάλας, Αθήνα.

Tutor's folders in eclass with additional material.

Journals:

Θέματα Ιστορίας της Εκπαίδευσης, History of Education

3. Social Entrepreneurship Policies (EE38)

Michalis Fefes

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL STUDIES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE38	**SEMESTER**	5

COURSE TITLE	SOCIAL ENTREPRENEURSHIP POLICIES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	Social Economy
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP133/

2. LEARNING OUTCOMES

Learning outcomes

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

It is considered that the student is already familiar with all concepts on Social Economy and Social Policy. The aim of the course is to describe a special segment of social economy sector and, more specifically, social enterprises and the national and EU policies to the development of social entrepreneurship. Such aim shall be achieved through the thorough examination of issues on social entrepreneurship, that is the concept, its historical development, and its background. Furthermore, the concept of social enterprises shall be examined as well as their legal status and regulation both in Greece and in the EU. The next step is to analyse how to develop an appropriate ecosystem for social entrepreneurship (funding policies, support mechanisms), how to plan the Performance Assessment Policies for Social Enterprises, and how to measure their Social Impact. Finally, there shall be an approach as to the challenges, the opportunities and the political responses for social entrepreneurship in Greece and the European Union.

Upon successful completion of the course the student will:

- have fully comprehend the social enterprises and social entrepreneurship issues,

- be aware of the modalities and operating procedures of social enterprises, their fund-raising capabilities and methods of management, and the management of the human resources involved in their activities,

- be familiar with the policies supporting the development of the sector and the planning of such policies,

- in the future, be able to work as a staff member in social enterprises.

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

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

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

technology.

Adapting to new situations.

Decision-making.

Team work.

Working in an international environment.

Working in an interdisciplinary environment.

Project planning and management.

Respect for difference and multiculturalism.

Respect for the natural environment.

Showing social, professional and ethical responsibility and sensitivity to gender issues.

Criticism and self-criticism.

Production of free, creative and inductive thinking.

3. SYLLABUS

1. General description of social entrepreneurship
2. Concept - Historical development of the sector
3. The background of social entrepreneurship
4. Concept of social enterprises
5. Legal status of social enterprises both in Greece and in the EU (I)
6. Legal status of social enterprises both in Greece and in the EU (II)
7. Developing an appropriate ecosystem for social entrepreneurship (funding policies, support mechanisms) (I)
8. Developing an appropriate ecosystem for social entrepreneurship (funding policies, support mechanisms) (II)
9. Performance Assessment Policies for Social Enterprises, Social Impact Measuring
10. Challenges, Opportunities and Political Responses for Social Entrepreneurship in Greece
11. Social Entrepreneurship in the European Union (I)
12. Social Entrepreneurship in the European Union (II)
13. Social Entrepreneurship in the European Union (III)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PowerPoint, Videos Contacting students through e-mail e-class

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	39
	Study and analysis of bibliography	56
	Independent study	55
	Course total (25 hours of work per credit unit)	*150*

| **STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and | Final written exam (100%) including:

questions to be answered analytically |

where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

4. Political Culture and Education (EE9)

Panayiotis (Takis) Kafetzis

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE 9	**SEMESTER**	6
COURSE TITLE	INTRODUCTION TO POLITICAL SCIENCE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free Elective
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

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

The course aims to offer students specialisation in issues of political culture theory and research, comparative politics, methodology of empirical political research and the relationship between culture and education through political socialisation.

Upon successful completion of the course the students are expected to be able to demonstrate the following learning outcomes

- knowledge of the subjective dimensions of Politics
- knowledge of the rationale and the tools of quantitative research of political stances and perceptions of the parts involved in the educational process
- knowledge of the ways and the areas of interconnection between Politics and educational institutions
- critical understanding of the value and ideological aspects of education and education policy
- ability to analyse qualitative political and social data in the field of education
- ability to interpret the mechanisms and content of political socialisation with a focus on primary and secondary education
- ability to undertake a case study on issues of construction and operation of the institutions of the educational community, the relations between the state and the school, new forms of knowledge in the 'knowledge society'
- ability to communicate with agents involved in the educational process in order to obtain consultation on issues related to the structure and the rationale behind school timetables, the connection of school to the family and the wider social context, exclusion phenomena in multicultural educational settings, etc.

General Competences

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

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

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

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

- Project planning and management
- Working independently
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism

3. SYLLABUS

- Theory and research in political culture
- Methodology of empirical research on political stances and beliefs on issues of education
- Agents, roles, objects of Political Socialisation
- Forms of political formation of educational institutions
- Comparative analysis of the content of school textbooks on HIstory, Geography, Citizenship

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS		
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	**Activity**	**Semester workload**
	Lectures	39
	Written assignment	35
	Independent study	31
	Preparation for examinations	45
	Course total	*150*

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and	1. Written final examination comprising essay questions (60%) 2. Written assignment (40%)

where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

-Almond G.-Verba S.(1972), The Civic Culture

-     ≠≠ Eds   (1980), The Civic Culture Revisited

-Kavanagh D. (1991), Πολιτική Κουλτούρα

-Μεταξάς Α.-Ι.Δ. (1976), Πολιτική Κοινωνικοποίηση

-Τερλεξής Π. (1975), Πολιτική Κοινωνικοποίηση

-Course instructor notes

5. Child Welfare Policies (EE27)

Despina Karakatsani

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE27

COURSE CODE	EE27	**SEMESTER**	7
COURSE TITLE	CHILD WELFARE POLICIES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free Elective
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP160/

2. LEARNING OUTCOMES

Learning outcomes

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

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

By the end of the course, students will be able to:

- Describe the historical approaches of childhood and youth and 'the discovery of childhood'
- Identify the main axes of the analysis of childhood and youth in history-sociology and childhood studies
- Recognize the basic objectives of social and educational policies for children with special needs
- Realize the connection between social exclusion-poverty and children in need
- Identify the basic problems in child labour, child abuse as well as policies on national and international level
- Recognise the basic problems in Roma children and refugees/migrant children (education-social problems) and different policies for their protection
- Define the notions of effectiveness and efficiency of different policies on child welfare, protection and care

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

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

- Search and analysis of information
- Group work
- Independent work
- Preparation of exercises and projects
- Presentation of final project-Comment on others presentations

3. SYLLABUS

Short Description

This course seeks to bring students in contact with contemporary theoretical questions and reflections on childhood studies, history and sociology, in child welfare, maternity and youth protection policies in the 20th and 21st centuries. It will help students analyze in Departmenth the following issues concerning childhood and youth: health, rights, protection, labour, nutrition, care and justice, rights, abuse and special needs.

Course Structure

The course consists of the following modules:

1. Introduction: The discovery of 'childhood' and the aims of history of childhood. Childhood in the 20th and 21st century. Children's Rights (week 1)
2. Children's Body in the medical and pedagogical discourse. Health and education during 20th century [mental-physical] (week 2)
3. Child Labour (week 3)
4. Child Abuse (week 4)
5. Architecture and Children's Health. School buildings-hospitals-Open Air schools-camps (week 5)
6. Child protection-eugenics, paedology-puericulture-maternity. Presentation of film and analysis (week 6)
7. Special Education and mental hygiene (week 7)
8. Nutrition and children's' health (week 8)
9. Roma children, minorities: social problems-social and education policy (week 9)
10. Migrant and Refugees children (week 10)
11. Non-accompanied refugees (week 11)
12. Social exclusion-poverty and childhood. Orphans and abandoned children (week 12)
13. Single-parent families (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Use of ICT (PowerPoint and Internet) in Teaching. • Support the learning process through e-class
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*(see table below)*

Activity	Semester workload
Lectures	39
Study and Analysis of bibliography	31
Study and analysis of Texts/ documents	30
Final Work	50
Course total	*150*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student performance evaluation is continuous throughout the semester and includes: • Preparation of the main course assignment (60%) • Presentation of the main assignment {ppt and poster presentations} and commentary on the work of other students (20%) • Active participation in the course (analysis of documents, films, materials) (20%)

5. ATTACHED BIBLIOGRAPHY

Suggested textbooks :

Daskalakis, D. ,(2008). Poverty, social exclusion and childhood. Athens: Komotini, Sakkoulas. (In Greek)

Theodorou, V. and Karakatsani, D. (2010). Hygiene Instructions. Medical Supervision and Child Welfare. Athens: Dionikos. (In Greek)

Valassopoulos, E. (2014). *Forms of Child Labour and Protection of Childhood in Greece of 20th century.* Athens: Papazissis. (In Greek)

- Related academic journals:

Child Welfare Journal, https://www.cwla.org/child-welfare-journal/
The International Journal of Children's Rights, https://brill.com/view/journals/chil/chil-overview.xml

Folder with additional materials prepared by the tutor

6. State Theories (EE11)

Panayiotis (Takis) Kafetzis

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE 11	**SEMESTER**	7
COURSE TITLE	STATE THEORIES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free Elective
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

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

The course aims to offer established knowledge as regards the history and transformations of the contemporary state until nowadays by means of a comparative analysis of main concepts, principles and ideas of pertinent schools of theoretical thought through an inclusive review of related bibliography.

Upon successful completion of the course the students are expected to be able to demonstrate the following learning outcomes:

- Knowledge about the institutional and political dimensions of the various forms of constructing and practising state power
- Knowledge about the distinct theoretical approaches to the state
- Knowledge about the methodological contribution of the historical and political sociology to the study of the phenomenon of state
- Ability to critically understand and interpret the analytical categories and concepts in studying the state
- Ability to comparatively use bibliography related to state theory.
- Ability to analytically distinguish between institutions, fields and functions of the state
- Ability to select, process and interpret empirical data on select structural and functional dimensions of the state
- Ability to methodologically connect macro-theoretical and a given concrete empirical level in a research design on a particular state action.
- Ability to undertake study, on a given topic, about the democratic re-organisation of the state-citizen relationship in crisis conditions

General Competences

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

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

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

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

- Decision-making
- Working independently
- Working in an international environment
- Project planning and management
- Working in an interdisciplinary environment
- Production of new research ideas

3. SYLLABUS

- Concepts, theories, paradigms: theoretical and methodological clarifications
- Social contract
- Liberalism
- Polyarchy democracy
- Marxism
- Totalitarian inter-war state
- Neo-corporatism
- Post-colonial state
- The state in the era of meta-national sovereignty

4. TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	39
	Written assignment	35
	Independent study	31
	Preparation for examinations	45
	Course total	*150*

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	1. Written final examination comprising essay questions (65%) 2. Written assignment (35%)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

-Χέλντ Ντ. (2003), Μοντέλα Δημοκρατίας

- Μακφέρσον Κ. Μπ. (1986), Η ιστορική πορεία της φιλελεύθερης δημοκρατίας

-Dahl R.A. (1956), A Preface to Democratic Theory

7. Digital Literacy (EE47)

Athanassios Jimoyiannis - Vassilios Makrypodis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE47 **SEMESTER** 5
COURSE TITLE	DIGITAL LITERACY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://eclass.uop.gr

2. LEARNING OUTCOMES

Learning outcomes

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

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

Be knowledgeable about

- The dimensions of digital literacy
- Curricula for informatics and ICT in education
- Digital divide: factors and impact on individuals and modern society
- General principles and policies for digital literacy.

- use digital representation and information dissemination environments (concept and mind maps, infographics, tagging, word clouds, etc.)
- have skills of using web 2.0 tools (collaborative environments, platforms, forums, blogs, wikis etc.)
- use effectively a variety of digital and on-line environments, aiming at personal development and participation in the digital knowledge society
- formulate a comprehensive view of the role of social media in education and modern society
- critically study and evaluate current digital literacy policies at both national and European level.

General Competences

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

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

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

- Team work
- Project planning and management
- Production of free, creative and inductive thinking
- Production of new research ideas.

3. SYLLABUS

Short description

The course is designed so as to introduce students to digital literacy and its effect on contemporary individual and social life. The course helps students develop a complete view of the role and policies as regards digital literacy while emphasis is placed on social media and the utilisation of Web 2.0 applications The content of the course is structured along four axes:

- The dimensions of digital literacy
- Curricula for informatics and ICT in education
- Digital divide: factors and impact on individuals and modern society
- General principles and policies for digital literacy.

Combining classroom sessions and laboratory practice, the students are expected

- To develop a comprehensive view of the scientific field of digital literacy
- To critically study curricula for informatics and ICT in education
- To recognize the role and influence of social media (Web 2.0) in individual and social life
- To analyse national and European policies on digital literacy.

Course structure

1. Introduction to Digital Literacy	Chapter 1	https://eclass.uop.gr/modules/units/?course=CST357&id=1813
2. Conceptual framework Definitions and dimensions of Digital Literacy *Lab Exercise 1: Online cloud creation environments (tag cloud)*	Course folder	https://eclass.uop.gr/modules/units/index.php?course=CST357&id=1837
3. Digital skills and ICT skills *Lab Exercise 2: On-line presentation tools (Individual Work)*	Course folder	https://eclass.uop.gr/modules/units/index.php?course=CST357&id=1837
4. Media literacy *Lab Exercise 3: Online Presentations (collaborative work)*	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1951

5. Media literacy *Lab Exercise 4: Web 2.0 tools/creating a timeline*	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1951
6. Media literacy *Lab Exercise 5: Web 2.0 tools/creating conceptual maps*	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1951
7. Media literacy *Lab Exercise 6: Creating Videocasts*	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1951
8. Web 2.0 and social media *Lab Exercise 7: Infographic tools*	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1971
9. Digital literacy and ethics issues Misinformation: Social media and fake news *Research project*	Chapter 8	https://eclass.uop.gr/modules/units/?course=CST357&id=1987
10. Digital literacy Safety and digital privacy *Research project*	Chapter 9	https://eclass.uop.gr/modules/units/?course=CST357&id=1987
11. Digital skills and professional development	Chapter 3	https://eclass.uop.gr/modules/units/?course=CST357&id=2513
12. ICT Curriculum for compulsory education	Course folder	https://eclass.uop.gr/modules/units/?course=CST357&id=1974
13. Presentation of the research projects *Discussion and reflection in the classroom and the on-line platform*	Course folder	

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face sessions and lab practice
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with*	The course comprises • Lectures on theoretical subjects • Practice and learning tasks in the computer laboratory

	students	• Individual and group students' work • Asynchronous online discussions and instructor feedback.

TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	26
	Laboratory practice	26
	Fieldwork and assignments preparation	18
	On-line learning tasks and activities	25
	Study and analysis of bibliography	30
	Course total	125

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Student assessment is based on • Individual and collaborative assignments (30%) • Participation in lectures and on-line course activities (20%) • Written final exam (50%)

6. ATTACHED BIBLIOGRAPHY

Course folder (including tutor's notes, worksheets, online sources, scientific articles etc.), which is prepared and updated by the course instructor every academic year.

Evans, A., Martin, K., & Poatsy, M. A. (2014). Introduction to Computer Science. Athens: Kritiki.

8. Social Policy in Greece (EE39)

Dimitrios Venieris

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCE
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE39	**SEMESTER**	6

COURSE TITLE	SOCIAL POLICY IN GREECE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge (Free Elective)
PREREQUISITE COURSES:	Introduction to Social Policy European Social Policy Social Policy Planning and Evaluation
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP318

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an

By completing this course students are expected to be able to:

- critically analyze/synthesize the key characteristics of the development of Social Policy in Greece

- understand/explain the role of Social Policy within the Greek social, historical, political and economic context

- compare the Greek Social Policy System within the Southeastern European Model

- understand the formation and assess the impact of social policies in Greece

- explain the reasons for the underdevelopment of Social Policy in Greece and articulate the framework for a structural reform

General Competences

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

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

- 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
- Respect for the natural environment

- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The aim of this course is to help students understand the structural features of Social Policy in Greece, to explain the reasons for its underdevelopment in a historical, social, political and economic context and to analyse it's poor impact on social welfare. The discussion aims to conclude with the main challenges for the long-sought reform of the Greek Social Policy System.

3. SYLLABUS

Short description

This is a course focused upon the major aspects of the development of Social Policy in Greece. It elaborates on the crucial historical landmarks that affected most of the formation of Social Policy in Greece and the respective social, political and economic background. The study of Social Policy is designed to reflect on the ways in which different societies have developed ways of social intervention to meet basic need and provide basic welfare. The study of Social Policy in Greece reflects the ways a social policy system fails to meet both need and welfare. The seminars are discussions around a table and aim at building critical skills and specialised knowledge.

Course structure

The course consists of the following modules:

Module 1 (weeks 1-4): Social Policy in Greece - a historical approach

Module 2 (week 5): Social Policy in Greece- - values and principles

Module 3 (week 6): Social Policy in Greece - the political dimension

Module 4 (week 7-8): The Greek Welfare State versus economic development

Module 5 (week 9): The Greek Social Insurance System

Module 6 (week 10): Health Policy in Greece

Module 7 (week 11): Social Assistance in Greece

Module 8 (weeks 12-13): Whither Social Policy Reform in Greece?

Week 14: Discussion-Evaluation

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face seminar
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	e- class, additional references, electronic communication

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Seminars	39
	Study and analysis of bibliography	30
	Essay writing	31
	Examination preparation	50
	Course total	*150*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• Essays/presentations (50%) • Informal evaluation of the course • Final written examination (50%) The assessment criteria are fully aligned with the expected learning outcomes of the course.

5. SUGGESTED BIBLIOGRAPHY

Βενιέρης Δ., Παπαθεοδώρου Χ. (επιμ.) (2003), *Η Κοινωνική Πολιτική στην Ελλάδα: Προκλήσεις & Προοπτικές,* Αθήνα: Ελληνικά Γράμματα.

Βενιέρης Δ. (2015), *Κοινωνική Πολιτική - Έννοιες και Σχέσεις,* Αθήνα: Τόπος.

Βενιέρης Δ. (2018), "Κοινωνική Πολιτική σε Χώρα χωρίς 'Πατρίδα' ", στο Δημουλάς Κ. - Κουζής Ι. (επιμ.), *Κοινωνική Πολιτική και Κρίση,* Επιστημονική Εταιρεία Κοινωνικής Πολιτικής, Αθήνα: Τόπος.

Esping-Andersen C. (2014), *Οι Τρεις Κόσμοι του Καπιταλισμού της Ευημερίας,* Τόπος, Αθήνα (1η έκδοση στην αγγλική 1990).

Petmesidou M., Mossialos E. (eds) (2006), *Social Policy Developments in Greece,* Aldershote: Ashgate.

Σακελλαρόπουλος Θ., Οικονόμου Χ., Σκαμνάκης Χ., Αγγελάκη Μ. (επιμ) (2018), *Κοινωνική Πολιτική,* Αθήνα: Διόνικος.

-Related academic journals (online).

Journal of European Social Policy, Cambridge University Press, UK

Κοινωνική Πολιτική, Επιστημονική Εταιρεία Κοινωνικής Πολιτικής

Journal of Social Policy, Social Policy Association, Cambridge University Press, UK

Social Policy and Administration

Policy, Politics and Society, Cambridge University Press, UK

9. Presentation and Analysis of Social and Education Policy Institutions (EE19)

Panayiotis (Takis) Theodorikakos

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE19 **SEMESTER** 6
COURSE TITLE	PRESENTATION AND ANALYSIS OF SOCIAL AND EDUCATION POLICY INSTITUTIONS

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free elective
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	eclass.uop.gr

2. LEARNING OUTCOMES

Learning outcomes

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

course are described.

Consult Appendix A

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

Description and analysis of social and educational policy. The analysis is done at the level of central government and regional governments, based on all recent institutional changes. The exercise of social and educational policy of these stakeholders is examined in the light of the current socio-economic conditions in the country.

This course aims for students to understand the operational framework through which the work of social and educational policy is carried out and acquire the ability of conducting their own scientific research to analyze the social and educational policies of the state and the social actors.

Introduction to research, literature review, assessing information, discussion guide for qualitative research, questionnaire design. Developing the skills for scientific work and presentation.

General Competences

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

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

- Search for, analysis and synthesis of data and information
- Adapting to new situations

- Decision-making
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking

3. SYLLABUS

The course analyses topics in Social Policies and Local Government

Title	Literature	Link
1. Description and analysis of social and educational institutions – Part A'	Andreou A. , Papakonstantinou G. (1994), Power and organization - administration of the education system , New Frontiers - AA Livanis, Athens European Commission (1995), Employment in Europe, DG. Employment, Industrial Relations and Social Affairs, Brussels / Luxembourg Ministry of Education (2002). Organization of regional offices of Primary and Secondary Education, evaluation of educational work and education, teacher training and other provisions (Act 2986/02). Athens: National Printing Office Stamelos G. (2009), Educational Policy, Dionikos, Athens	https://eclass.uop.gr/ courses/SEP256/
2. Description and analysis of social and educational institutions – Part B'	As above	https://eclass.uop.gr/ courses/SEP256/
3. Description and analysis of social and educational institutions – Part C'	As above	https://eclass.uop.gr/ courses/SEP256/

4. Social and Educational institutions in Central Government – Part A'	As above	https://eclass.uop.gr/ courses/SEP256/
5. Social and Educational institutions in Central Government – Part B'	As above	https://eclass.uop.gr/ courses/SEP256/
6. Social and Educational institutions in Regional Government – Part A'	As above	https://eclass.uop.gr/ courses/SEP256/
7. Social and Educational institutions in Regional Government – Part B'	As above	https://eclass.uop.gr/ courses/SEP256/
8. Current socioeconomic conditions and implementation of social and educational policy	As above	https://eclass.uop.gr/ courses/SEP256/
9. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP256/
10. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP256/
11. Preparation and Presentation of research	As above	https://eclass.uop.gr/ courses/SEP256/

assignments		
12. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP256/
13. Preparation and Presentation of research assignments	As above	https://eclass.uop.gr/ courses/SEP256/

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to Face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	*ICT in teaching, PPT presentations, communication with students*
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Research</td><td>30</td></tr><tr><td>Presentation</td><td>20</td></tr><tr><td>Study - exams</td><td>61</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>***150***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation*	Greek is the language of evaluation. Student need to achieve at least a 5 to pass the course. The grade is

procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	derived by attending the lectures (50%), written exams (25%) and research assignment (25%). The research assignment is on topics related to social and educational policies.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Andreou A. , Papakonstantinou G. (1994), Power and organization - administration of the education system , New Frontiers - AA Livanis, Athens

European Commission (1995), Employment in Europe, DG. Employment, Industrial Relations and Social Affairs, Brussels / Luxembourg

Ministry of Education (2002). Organization of regional offices of Primary and Secondary Education, evaluation of educational work and education, teacher training and other provisions (Act 2986/02). Athens: National Printing Office

Stamelos G. (2009), Educational Policy, Dionikos, Athens

10. Patient Empowerment and Rights (EE30)
Kyriakos Souliotis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE30	**SEMESTER**	7
COURSE TITLE	PATIENT EMPOWERMENT AND RIGHTS		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	6
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free elective – Special background	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English)	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Aim

The course aims to:

- Acquaint students with the basic principles of health policy as well as the main procedures and mechanisms involved in the decision-making process.
- Help students to understand how to form better policies by prioritizing needs and actively engage patients in decision making.
- Help students to develop critical and interdisciplinary thinking regarding patients' rights, both at national and an international level.

Learning outcomes

Following the completion of the course, students should:

- Have gained adequate knowledge on how health policy decisions are being formed, acknowledging the importance of active participation on behalf of patients' organizations.
- Be able to take part in research initiatives and other actions implemented by patients' organizations, using contemporary data analysis tools and following international examples of best practices.
- Be able to suggest ways of improving engagement of patients' organizations in the health policy decision making process and the defense of patients' rights, on the grounds of international corroborating scientific evidence.

General Competences

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

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

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

- Adapting to new situations

- Team work

- Working in an interdisciplinary environment

- Production of new research ideas

- Respect for difference and multiculturalism

- Criticism and self-criticism

- Production of free, creative and inductive thinking

3. SYLLABUS

Short description

The course focuses in the health policy decision-making process and highlights the importance of empowering patients by involving them in this process and protecting their rights. In particular, it explores the international and Greek experience of active participation of citizens in health policy-making, the institutional framework for such participation, as well as the experience of lobbyists' and stakeholders' participation in the decision-making process. Furthermore, the right of access to care is analyzed from the standpoint of protecting the health service user, while specific reference is made on patient organizations, their level of participation in health policy, as well as on the actions they have taken for defending patients' rights.

Course structure

1. The right to health

2. Decision making and lobbying I

3. Decision making and lobbying II

4. Civil society and health

5. Patient organization: their role in health policy

6. Research groups and topics

7. Health democracy I: conceptual framework

8. Health democracy II: measurement method

9. Patient-doctor relationship

10. Patient-centered health system

11. Research groups presentations

12. Policy proposal for patient empowerment

13. Research groups final presentations

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Course presentations are in PowerPoint format and are made available to students throughout the semester. Support of the learning process through e-class.
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Seminars</td><td>9</td></tr><tr><td>Study and analysis of bibliography</td><td>20</td></tr><tr><td>Project</td><td>36</td></tr><tr><td>Tutorials</td><td>12</td></tr><tr><td>Essay writing</td><td>34</td></tr><tr><td></td><td></td></tr><tr><td>**Course total**</td><td>*150*</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory*	Students are assessed on the basis of a research essay on a subject of their interest. Students are split into teams and each team is allocated a research subject of their choice. Course lecturer is responsible for monitoring overall essay progress, based on an ongoing review of essay drafts / interim reports submitted by each student team.

work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

* Souliotis K. (Ed.): Democracy, Citizens and Health Policy: Participation in decision-making, lobbies, patient associations,
* Papazisis, Athens 2014. Contiades X., Souliotis K.: Recent Challenges in Health Policy: Four Critical Legislative Assistance,
* Sakkoulas, Athens-Komotini 2005. Souliotis K. (Eds.): Policies and Economy of Health: Strategic Planning - Organisation and Management - Economic Function - Sectoral Policy, Department of Social and Educational Policy - University of Peloponnese,
* Papazisis, Athens 2007 Bodenheimer T.S., Grumbach K.: Understanding Health Policy: A Clinical Approach, Lange 2005,
* Parisianou Scientific Publications, Athens 2010. Contiades X., Souliotis K. (Ed.): Institutions and Policies of Health, Department of Social and Educational Policy - University of Peloponnese, Papazisis, Athens 2010.
* Sissouras A.: Thirty years NHS: analysis of health policy and implementation courses Kastaniotis, Athens 2012.

-Related academic journals:

Health Expectations

Health Policy

BMC

Public Health Social Science and Medicine

11. Special Issues of Delinquency and Social Control (EE42)

Academic Fellow (Kostas Panagos, Academic year 2018-19)

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE42 **SEMESTER** 6
COURSE TITLE	SPECIAL ISSUES OF DELINQUENCY AND SOCIAL CONTROL

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	3

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free Elective
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP321/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course students will have acquired

- knowledge with a comparative approach to current tendencies in theory, field research and penal treatment as regards phenomena of violence, juvenille criminality and delinquency, drug abuse and addiction, criminalisation and victimisation, penal system selectivity, fear of crime and social panic, citizen security and individual rights guarantees, etc.
- understanding of the reciprocal, interactive relationship between criminological sciences and the penal system on the one hand and the socio-political reality on the other, and approach in social terms the policies implemented for crime control in its various forms.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

3. SYLLABUS

- Criminological perspectives and current schools of thought
- rise, evolution and main theories of Critical Criminology; differences from traditional Criminology

- from theory to practice: implementation on the various fields of criminality, such as juvenile delinquency, street crime, white collar crime, treatment of drug addicts, criminality counts, selectivity of the penal system, crime sub-cultures, etc.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Support of teaching and learning through the use of PowerPoint presentations and e-class

TEACHING METHODS *The manner and methods of teaching are described in detail.. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	35
	Written assignment (essay), individual or group	20
	Independent study	20
	Course total	*75*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,*	Written assingnmment (essay) and presentation: 30% Final written examination: 70%

| *essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | |

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Karydis V., Visions of Social Control in Greece – Moral panics, criminal justice, Athens-Komotini: Ant. N. Sakkoulas, 2010 [in Greek]

Lazos G., Critical criminology, Athens: Nomiki Bibliothiki, 2007 [in Greek]

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- Related academic journals:

Criminal Justice (Poiniki Dikaiosyni)

Criminology (Egklimatologia)

British Journal of Criminology

Critical Criminology

12. Teaching of Social Sciences (EE48)

Maria Nikolakaki

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE48	**SEMESTER**	5

COURSE TITLE	TEACHING OF SOCIAL SCIENCES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Through assignments (essays)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

General Competences

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

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

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

- Understand concepts and queries concerning the subjects of learning and teaching.
- Have knowledge of teaching models and theories of knowledge.
- Understand the connection between theories of knowledge and the organization of learning.
- Be aware of trends in the teaching of social sciences, as historically developed.
- Understand and distinguish the epistemological peculiarities of the social sciences.

3. SYLLABUS

Short description

The course makes an introduction to the teaching of social sciences, examines the development of teaching conception and the theories of learning, presents the models and methods of teaching, the principles on which the teaching is organized. Some thematic sections of the course focus on the epistemological characteristics of the social sciences and the current trends and methods developed for the teaching of social sciences.

Course structure

The course develops in 13 lessons.

Section Title

A. Theories of Learning

1. Aims and Objectives of Education

2. Teaching methodology and subject of the pedagogy

3. Analytical programs and hidden curriculum

4. Forms and models of teaching

5. Assessment of teaching

6. The interdisciplinary nature of pedagogical-pedagogical and philosophical relation

B. Introduction in the teaching of social sciences

7. Teaching schools of social sciences

8. Modern methods and trends in the teaching of social sciences

9. Teaching project method in social sciences

10. Collaborative teaching and social sciences

11. Topics of teaching Social Sciences I

12. Topics of teaching Social Sciences II

13. Projects Presentation

The numbering is referring to each week of the lesson respectively.

4. TEACHING and LEARNING METHODS - EVALUATION

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

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

Activity	*Semester workload*
Lectures	39
Independent Study	40
Essay writing	36
Presentation preparation	10
Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and*	Written final examination/course assignment

where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

David A. Jacobsen, Paul Eggen, Donald Kauchak (2016) Methods of Teaching, Interaction.

Kuzelis, G. (2005) Against Phenomenon. For an Epistemological Approach to the Teaching of Social Sciences, Athens: Island.
Fischer, L. (2006) Sociology of the School, Athens: Methychio.
Nikolakaki (2010) Myths and Reality of Greek Education, Publications by I. Sideris.
Dimosthenis Daskalakis (2013) SOCIAL SCIENCES AND THE EXISTENCE OF CRISIS, Papazisis.

Yavrimi (2015) Sociology: Teaching and Methodological Approaches.

13. Research Proposal Writing Techniques (EE45)

Christos Koutsampelas

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	EE45 **SEMESTER** 7
COURSE TITLE	RESEARCH PROPOSAL WRITING TECHNIQUES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	3

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free elective course
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.uop.gr/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

The aim of this course is to introduce students to organising, writing and submitting research proposals. On completion of this course, students should be able:

- To convert their own ideas to research proposals in the fields of educational and social research.
- To effectively communicate and present their research ideas to academic and non-academic audiences.
- To efficiently compile all necessary information for organising, writing and submitting a research proposal.
- To comply with eligibility criteria, ethical codes, objectives and deadlines.

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Production of new research ideas
- 5. Presentation skills

3. SYLLABUS

Short description

The course aims to familiarize students with the general system of writing, analysing and presenting research ideas in the context of competitive research proposals. In particular, the students will gain knowledge on how to operate in the institutional frameworks regulating the submission, evaluation and funding of research proposals at both the national and the European level as well as develop the ability of transforming

their ideas into research proposals.

During the course, the students will learn how to develop the constituent elements of a research proposal, emphasizing on the efficient documentation of their ideas, while respecting the criteria of the call.

They will also gain knowledge on practical issues regarding the management of research programs and teams. Emphasis will be given on codes and policies for research ethics as well as on principles of ethical decision making in research. Although not a prerequisite, good knowledge of reading and writing in English will be particularly helpful to students.

Course structure

The course develops in 13 lectures.

1. Introduction to social and education research – definition and basic elements of a research proposal

2. National framework for research

3. European framework for research

4. Theoretic and methodological framework of a research proposal

5. Structure of a research proposal

6. Literature review techniques

7. Design and writing of research methodology

8. Good practices in writing research proposals

9. Examples of successful research proposals

10. Assessment criteria of research proposals

11. Management of research programmes

12. Codes and policies for research ethics and ethical decision-making in research

13. Students' presentations and discussions

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS	Use of PowerPoint

TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of e-class Communication via e-mail

TEACHING METHODS		
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	*Activity*	*Semester workload*
	Lectures	23
	Project preparation	20
	Autonomous study – preparation for final exam	25
	Preparation of presentations	7
	Course total	*75*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Final exam (40% of the final grade). Project (development of an actual research proposal) (60% of the final grade).

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography: *Lecture notes prepared by the tutor*

14. Sociology of Cultural Practices (EE46)

Nikos Fotopoulos

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE46	**SEMESTER**	6ˢ

COURSE TITLE	SOCIOLOGY OF CULTURAL PRACTICES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

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

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

By the end of the course, students will be able to:

- Analyze the current cultural l reality according to the sociological rules and methods
- Interpret the cultural conditions of their reality
- Understand the complexity both culture and civilization
- Create a systemic approach of the culture as holistic project
- Explain the function of the cultural practices through the social institutions
- Understand the basic sociological theories in connection with the main cultural practices

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others

Criticism and self-criticism

Adapting to new situations

Team work

Production of new research ideas

Showing social and professional responsibility

Critical thinking and re-thinking

3. SYLLABUS

The course consists of the following modules:

Module 1: Introduction to the basic terminology (Conceptualized framework)

Module 2: Culture –Civilization:" the conflict"

Module 3: Basic Cultural theories I

Module 4: Basic Cultural theories II

Module 5: Basic Cultural theories III

Module 6: Forms and types of culture

Module 7: Analyzing cultural practices

Module 8: Analyzing cultural practices

Module 9: Cultural and creative Industries

Module 10 Mass Culture and Society

Module 11: Post –modern approaches in Culture

Module 12 : Society- Culture -Ideology

Module 13: Revision

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of e-class), web based search for quality indices of various countries' educational systems.

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures	39
	Seminars through the use of course material aiming at acquiring knowlege on critically approaching bibliography	25
	Tasks focused on theory and the development of the ability to analyse cultural institutions, processes and practices from a sociological perspective	25
	Assignment based on suggested bibliography	25
	Independent study	36
	Course total :	150

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of*	Project presentation (25%) Project preparation (25%) Interpretative appraches of cultural practices (25%) Final written examination (25%)

| *patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | |

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Williams, R. (1995). *The sociology of culture.* University of Chicago Press.

Crane, D. (Ed.). (1994). *The sociology of culture: Emerging theoretical perspectives.* Blackwell Publishers.

Billington, R., Strawbridge, S., Greensides, L., & Fitzsimons, A. (1991). *Culture and Society: Sociology of Culture.* Macmillan International Higher Education.

- Related academic journals:

American Journal of Sociology

The British Journal of Sociology

Hellenic Sociological Review

Folder with additional materials prepared by the tutor

15. History of Critical Pedagogical Thinking (EE49)

Maria Nikolakaki

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE49	**SEMESTER**	5

COURSE TITLE	HISTORY OF CRITICAL PEDAGOGICAL THINKING

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free elective
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK AND ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

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

- *Guidelines for writing Learning Outcomes*

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

- Understand concepts and queries concerning the development of pedagogical ideas.

- Understand the connection between theories of knowledge and the historical evolution of societies.

- Understand the pedagogical ideas as they were historically developed.

- Understand and distinguish the epistemological peculiarities of pedagogical thinking.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

Production of new research ideas   *.......*

- Autonomous work.

- Teamwork.

- Working in an interdisciplinary environment.

- Promote free, creative and inductive thinking.

- Demonstration of social, professional and moral responsibility and sensitivity to gender issues.

- Respect for diversity and multiculturalism.

3. SYLLABUS

Short description

The course aims at exploring the factors that contribute to the formation of the pedagogical relationship in their historical period. Detecting the relationship between socio-economic-pedagogy and philosophy will be the focus of the lesson.

Course structure

The course develops in 13 lessons.

Section Title

History of Critical Pedagogical Thinking

1. Ancient Greece: concept of education, Plato, Aristotle, Epicureans, Stoicists

2. Ancient Rome, Cicero

3. Christianity and pedagogy

4. Renaissance, Enlightenment, The Concept of Childhood_Russus, Lock, Romanticism

5. The Role of the Education in Modernity and the Constitution of a Nation/State

6. Marxism and education

7. Pedagogical systems

8. Peer tutoring school

9. Co-educational school and Ervartianism

10. The theory of the human capital

11. Neoliberalism and education

12. International organizations and education

13. History of the educational system

The numbering is referring to each week of the lesson respectively.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	39
	Independent Study	40
	Essay writing	36
	Preparation for presentation	10
	Course total	*125*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or*	Written examination, Essays.	

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

5. ATTACHED BIBLIOGRAPHY

Chrysis, A. (2004). Philosophy of History, Ed. Kritiki.

Dos, F. (2014) From the History of Ideas to the History of Intelligence. Ed. INE/EIE.

Magoulas Charalampos, Marinis Agis, Myrogiannis Stratos (2014). Radical Thinking In New Greece, Ed. Herodotus.

Nikolakaki M. (under issue). Education for who and for what? Ed. Diadrasi.

16. Educational Design and Teaching Practicum (EE50)

Athanassios Jimoyiannis - Panayiotis Tsiotakis

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE50	**SEMESTER**	7
COURSE TITLE	EDUCATIONAL DESIGN AND TEACHING PRACTICUM		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6

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

2. LEARNING OUTCOMES

Learning outcomes

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

The course aims at offering students the opportunity

- To understand the general principles of contemporary pedagogy and its connection with classroom practices

- To get familiar with educational design models and e-learning programs for formal and non-formal education.

By the end of this course, the students are expected to:

- To cultivate design and evaluation skills regarding educational scenarios and instructional practice formal and non-formal education

- To design innovative educational interventions (e.g. teamwork activities, exploratory learning, collaborative learning, project-based learning etc.)

- To be able to utilize contemporary educational media and digital learning environments

- To design complete teaching interventions and educational scenarios (formulation the intended learning outcomes, design of learning activities, selection of educational material and environments, evaluation of the learning outcomes achieved)

- To develop pedagogical knowledge and skills on educational design in order to meet the contemporary requirements of the educational project in formal and non-formal education

- To exploit the potential of ICT in order to achieve predefined learning objectives of a educational intervention

- To study critically and evaluate the current trends in education, which form the identity of the modern teacher and the multiple roles that he undertakes (designer, mediator, promoter and coordinator of Evaluator, researcher, etc.).

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

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

- Working independently

- Team work

- Project planning and management

- Production of free, creative and inductive thinking

- Production of new research ideas

3. SYLLABUS

Short description

The course is designed to give students a complete and thorough overview of contemporary pedagogical approaches and trends in educational design and to present to students the scientific field of ICT in Education and contemporary trends related to research, educational planning and their implementation in practice.

Combining classroom sessions and laboratory practice, the students are expected

- To develop pedagogical knowledge and educational design skills necessary to respond effectively to an educational project

- To be able to analyse and redefine with scientific validity and reliability educational practices, in the context which they are implemented, as well as the ways of evaluating the educational outcome

- To deepen on general and specific aspects of the design of innovative educational interventions in the context of contemporary theories on teaching and learning.

Course structure

The content is structured along the following axes:

- Modern Learning theories

- Educational design models

- Design of cross-thematic, innovative educational interventions

- Educational design and ICT

- Implementation and evaluation of microteachings

- Implementation and evaluation of practical teaching interventions (e.g. in schools and other lifelong learning institutions).

Section title	Bibliography	Presentation link
Contemporary Learning Theories. Instruction and learning. *Lab session:* Program of studies in Secondary Education	Course folder	
Learning design models. Teaching timeline. *Lab session:* Design of worksheets and teaching material	Course folder	
Learning objectives. Taxonomies of learning objectives. *Lab session:* Teaching methods (e.g. enriched presentation, focused discussion, brainstorming).	Course folder	
Educational scenarios. Micro-teaching and analysis of instruction *Lab session:* Micro-teaching case studies	Course folder	
Curriculum and educational scenarios (learning process, worksheets and evaluation). *Lab session:* Case study	Course folder	
Learning design and use of ICT *Workshop session:* Educational software	Course folder	
Design of interdisciplinary and innovative interventions in practice *Lab session:* Case study in collaborative learning techniques	Course folder	
Design and implementation of educational scenarios *Lab session:* microteaching case scenarios, implementation and evaluation	Course folder	
Design and implementation of educational scenarios *Lab session:* microteaching case scenarios, implementation and evaluation	Course folder	
Design and implementation of educational scenarios *Lab session:* microteaching case	Course folder	

scenarios, implementation and evaluation		
Design, implementation and evaluation of teaching interventions (e.g. in secondary and second chance schools, training institutions etc.).	Course folder	
Design, implementation and evaluation of teaching interventions (e.g. in secondary and second chance schools, training institutions etc.).	Course folder	
Course conclusion Students' presentations and reflection	Course folder	

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face sessions and lab practice
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The course comprises • Lectures on theoretical subjects • Practice and learning tasks in the computer laboratory • Individual and group students' work • Asynchronous online discussions and instructor feedback.
TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>13</td></tr><tr><td>Laboratory practice</td><td>26</td></tr><tr><td>Fieldwork and assignment preparation</td><td>26</td></tr><tr><td>On-line learning tasks and activities</td><td>50</td></tr><tr><td>Study and analysis of bibliography</td><td>35</td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>150</td></tr><tr><td></td><td></td></tr></table>

STUDENT PERFORMANCE EVALUATION	Student assessment is based on
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	- Individual and group assignments and laboratory exercises on a weekly basis (20%) - Micro-teaching activities (30%) - Final Written Examination (50%)

5. ATTACHED BIBLIOGRAPHY

Joyce B., Well M. & Calhoun E. (2009). Didactic methodology, ION, Athens.

Course folder (tutor's notes, worksheets, articles, online sources etc.), which is updated every academic year.

Jimoyiannis A. (2017). E-Learning: Theoretical approaches and educational designs. Athens: Kritiki (in Greek)

Koulaidis, V. (ed.) (2007). Modern education approaches for the development of critical and creative thinking. Instructions for educators in primary and secondary education. OEPEK (in Greek).

17. Comparative Pedagogy and Educational Theory (EE51)
Despina Karakatsani

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL AND POLITICAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	EE51	**SEMESTER**	5

COURSE TITLE	COMPARATIVE PEDAGOGY AND EDUCATIONAL THEORY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Free Elective
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP293

2. LEARNING OUTCOMES

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

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

At the end of the course the student:

- knows the historical development of the major pedagogical theories and teaching models, starting from the eighteenth century to today
- -has tools of interpretation on the main theories and methodologies of pedagogy in order to build educational projects in primary and secondary schools
- -has tools to analyse the major epistemological paradigms and pedagogical theories in connection with the praxis

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

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

- Search and analysis of information

- Group work

- Independent work

- Decision making
- Design and management of tasks

3. SYLLABUS

Short Description

The program includes the study of the major pedagogical theories that have developed between the eighteenth and twentieth centuries and the impact, which occurred over time, teaching in secondary and level. The history of pedagogical theories and the alternative educational tools is also included. The course aims to read the most important pedagogical ideas which represented a "turning point" not only with respect to their frame of reference, but also with regard to the educational praxis and the schools of today.

Course structure

1. Introduction: The Sciences of Education. Historical aspects (week 1)
2. The evolution of Teaching and Learning (week 2)
3. Educational Theory: concepts- approaches- reflections (week 3)
4. The pedagogical ideas of Rousseau. Emile and education (week 4)
5. Pestalozzi and Herbart (week 5)
6. Educational Theory and New Education. Montessori (week 6)
7. A.Neill-R.Steiner (week 7)
8. I.Illich (week 8)
9. Celestin Freinet. Freinet pedagogy in French and Greek schools today (week 9)
10. Presentation of film and analysis (week 10)
11. Greek pedagogues and educational theories (week 11)
12. Visit of Montessori school in Athens (week 12)
13. Analysis of texts of different alternative pedagogues (week 13)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Yes (use of the e-class platform), web based search for examples of "good practice".

TEACHING METHODS *The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and*	**Activity**	**Semester workload**
	Lectures	35
	Independent study	60

analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Active participation in class and in group work (presentations and analyses of articles)	10
	Preparation for the exams	20
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Short assignments during the course (50%) Final exams (30%) Mid-term examination (20%)

5. ATTACHED BIBLIOGRAPHY

Aggelidis P. (edit.) (2011). Pedagogies of Inclusion. Athens: Diadrasi (In Greek)

Hofstetter R., Schnewly B. (2005). Introduction to the Sciences of Education. Athens: Metaichmio. (In Greek).

Pasias, G. and Flouris, G., Foteinos, D. (2015). Pedagogy and Education. Athens: Grigoris. (In Greek).

Main Journals
Educational Theory https://onlinelibrary.wiley.com/journal/17415446

History of Education Review https://www.emeraldinsight.com/loi/her

THE ENGLISH LANGUAGE PROGRAMME

1. English Language I

Athanassia Spyropoulou

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΑΓ1	**SEMESTER**	1
COURSE TITLE	ENGLISH LANGUAGE I		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	2

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP154/

2. LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an

appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

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

Subject specific competencies:

Upon successful completion of the course, the students are expected to have further improved/developed their

- ability to understand and use intermediate to advanced grammatical and syntactic structures of the English language
- reading and listening (predominantly) but also speaking and writing skills and sub-skills
- general vocabulary but also some vocabulary related to their studies
- general reading skills and language competence through extensive reading (books)

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

......

Others...

....

Upon successful completion of the course, the students are expected to have improved/developed their

- communication skills in English
- information technology skills for personal study and language skills development
- meta-cognitive skills: ability τo reflect upon and evaluate own performance also through the use of self - study web tools
- capacity to learn and work independently and improve their own learning and performance, including their study and research skills by using the self-study tools and resources provided/suggested by the course instructor
- ability to search for, analyse and synthesise data and information, with the use of the necessary technology as students are often requested draw from a variety of resources on the internet in order to write assignments,.
- capacity for team work as students are required to work in groups for one main assingment and presentation
- appreciation of diversity and respect for difference and multi-culturalism

3. SYLLABUS

Short description

The course is addressed to students who do not possess an English language certificate of C2 level (according to the CEFR classification levels), but it is also open to all students who wish to refresh and advance their knowledge of English even if they possess such a certification. The course includes: a review of grammar (tense system, modals, etc., basic syntactic structures of the English language etc.); further development of the students' vocabulary and language skills through exposure to relatively simple oral and written discourse of limited length with an emphasis on themes related to the students' field of studies; expansion of the students' world knowledge and academic subject specific knowledge; enhancement of the students' meta-cognitive and study skills. Throughout the course, extensive use is made of e-class and the Internet. A variety of learning materials, tools and modes is offered in order to match and satisfy individual learning styles and needs. Students are also requested to read one book of the course instructor's choice and at least one book of their own choice for pleasure.

Aims of the course

• To help students recall and organize their often fragmented prior knowledge of English and, building upon it, to help them acquire further knowledge and skills of B2-C1 level.

• To help students re-approach the English language as a valuable communication tool and a means of access to knowledge and information and to raise their awareness of the need for and the usefulness of English in real life and in their current studies

- To enhance students' confidence in using the language skills they already possess and in their potential for advanced language learning

- To make students aware of the need to actively engage themselves in language learning but also of the joy of the search for knowledge as active, independent learners

- To equip students with the appropriate resources and tools so that they themselves can seek and access sources of knowledge and means of cultivation of their linguistic competence

- To encourage the use of the language at personal level, especially by reading extended discourse (books) for pleasure, but also by listening to/reading discourse accessed through suitably selected internet sites

- To enhance the students' study, meta-cognitive and self evaluation skills

- By means of appropriately selected texts and media rich resources related to their studies, to help students explore different cultures and mentalities and become aware of the richness of human experience and knowledge, thus developing their capacity to appreciate diversity and to approach issues from a variety of perspectives.

The following abbreviations are used in the text below:

G: Grammar

V: Vocabulary

SD: Skills (Reading/Writing/Listening/Speaking) Development

SS: Study Skills

ER: Extensive Reading

NGSL: New General Service List

1. Introduction to the course: - English as an International Language - CLIL (Content and Language Integrated Learning) - The New General Service List -Study Skills (touch typing in English)- Computer Assisted Language Learning (CALL) and the use of the Internet for Language Learning (e.g. mobile and web-based study applications such as Quizlet) - The benefits of Extensive Reading - The tense system - Spelling of -ING and -ED forms

2. G:Tenses: Present Simple and Progressive; Stative Verbs; Preposition Combinations, groups a, b; (Quizlet); V: NGSL; SD: Reading, Writing, Listening, Speaking (material in e-class); SS: Touch typing; ER: Introduction to books (Indicative: Uncle Tom's Cabin, Burmese Days) and related tasks

3. G: Tenses: Past Simple and Progressive; V: NGSL; SD; ER; SS

4. G:Tenses: Perfect and Perfect Progressive Tenses; Preposition Combinations groups c,d (Quizlet); V: NGSL; SD; SS

5. G: Tenses: Future time; V: NGSL; SD; SS

6. G: Adverb Clauses of Time - Verb Tense Review; Preposition Combinations groups e,f, g (Quizlet); V: NGSL; SD; SS

7. Mid-term Examination, SD, ER

8. G: Subject-Verb Agreement; V: NGSL; SD; SS

9. G: Nouns, Pronouns; V: NGSL; SD; SS

10. G: Modals: polite questions and requests, necessity, lack of necessity, prohibition; V: NGSL; SD; SS

11. G: Modals: advisability, past form of should, expectations, suggestions; V: NGSL; SD: Oral Presentations

12. G: Modals: degrees of certainty in the present, past and future time; progressive form of modals, ability; V: NGSL; SD: Oral Presentations

13. G: Modals: would (repeated action in the past), preference (would rather), modals combined with phrasal modals; V: NGSL; SD: Oral Presentations ER: Class discussion

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching - Web 2.0 tools	

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles*		
	Activity	*Semester workload*
	Lectures	39 hours
	Study	11 hours
	Non-directed study	Not defined: Depends on the student's level, needs and motivation
	Course total	*50 hours*

of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of Evaluation: English Method of Evaluation: Summative but can also be conclusive (see below) • Class attendance (at least 75% of course hours), active participation and assignment completion: 15% • Group project and group presentation (10%) • Participation in Mid-term Examination (15%) • Participation in Final Examination (60%). Please note: This percentage is the minimum and applies in case a student chooses to benefit from the total of evaluation options (1, 2, 3). • Participation in Final Examination only (100%) • Minimum grade required to successfully complete the course: 60% (or 6/10)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:*

The list below is indicative, not exhaustive. Full list in e-class, constantly updated

GRAMMAR

English Grammar Theory and interactive practice by the British Council: http://learnenglish.britishcouncil.org/en/english-grammar

Fundamentals of English Grammar Interactive http://www.azargrammar.com/grammarSpeaks/grammarSpeaksUUEGi_TOC.html

Understanding and Using English Grammar Interactive http://www.azargrammar.com/grammarSpeaks/grammarSpeaksUUEGi_TOC.html

Tutorials and interactive grammar practice: https://www.englishpage.com/

Irregular Verbs: Quizlet: https://quizlet.com/37649757/english-irregular-verbs-flash-cards/

Preposition Combinations groups a,b, c, d, e, f, g: Quizlet: https://quizlet.com/10161926/preposition-combinations-group-a-b-flash-cards/original

VOCABULARY

Longman Dictionary of Contemporary English Online:
https://www.ldoceonline.com/

The New General Service List (NGSL): http://www.newgeneralservicelist.org/- the most important 2.818 words for second language learners of English (the first 2000 words in this course)

NGSL learning and practice: Quizlet (1-2.000) https://quizlet.com/class/821915/

The Vocabulary.com Top 1000. The top 1,000 vocabulary words; difficult but common words that appear in everyday academic and business writing and are also the most likely to appear on the SAT, ACT, GRE, and ToEFL.
https://www.vocabulary.com/lists/52473

SKILLS DEVELOPMENT

For each of the 13 course sessions: reading passages, videos and other rich media content (e.g. selected TED talks, documentaries) allowing for individual learning preferences and styles; related glossaries, tasks and other accompanying material, teaching and enhancing a variety of skills (metacognitive skills; reading, writing, listening, speaking, and their sub-skills) and promoting language, subject and world knowledge. The material has been carefully selected in order to develop background knowledge, vocabulary and fluency in the Department scientific areas and is often updated to reflect current issues and new developments (in e-class).

EXTENSIVE READING

Indicative Extensive Reading books with support material provided by the course instructor:

-Uncle Tom's Cabin, Young Folks' Edition by Harriet Beecher Stowe (this version is addressed to students who find the original text too demanding):
http://www.gutenberg.org/ebooks/11171

Uncle Tom's Cabin by Harriet Beecher Stowe (original)
http://www.gutenberg.org/ebooks/203

Uncle Tom's Cabin: support material in e-class (Key by the author, with explanations and evidence about each chapter, glossary with dictionary definitions, glossary of now-redundant vocabulary items, excellent quality complete audiobook)

Burmese Days by George Orwell http://www.george-orwell.org/Burmese_Days/index.html

-other

Additional - recommended extensive reading: The Century Trilogy by Ken Follett

(Fall of Giants, Winter of the World, Edge of Eternity)) (Pan Books) or any book of the students' choice.

STUDY SKILLS

Touch typing: https://www.typingclub.com/

APA style overview and workshop: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE INSTRUCTOR NOTES (in e-class, Documents)

2. English Language II
Athanassia Spyropoulou

COURSE OUTLINE

1. GENERAL

SCHOOL	University of the Peloponnese School of Social Sciences
ACADEMIC UNIT	Department of Social and Education Policy
LEVEL OF STUDIES	Undergraduate
COURSE CODE	ΑΓ2

COURSE CODE	ΑΓ2		**SEMESTER**	2
COURSE TITLE	English Language II			

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	English Language I/C2 certification
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP162/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Subject specific competencies

By attending the course, the students are expected to improve/develop their

o ability to understand and use grammatical and syntactic structures of the English language at an advanced level (C1-C2)
o intensive reading and listening skills
o speaking and presentation skills
o general vocabulary but with an emphasis on lexical items related to their studies and the university context, through appropriately selected authentic academic and other texts, or other related discourse (intensive reading/listening).
o general reading skills and language competence through extensive reading for pleasure (books)
o writing skills (short assignments requiring the use of academic writing devices)

General Competences

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

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

Production of new research ideas ....

By attending the course, the students are expected to further improve/develop their
- communication skills in English
- information technology skills by using the internet for personal study and language skills development, and also through the systematic use of e-class
- Independent work
- team work
- ability to search for, analyse and synthesise data and information, with the use of the necessary technology
- study skills
- ability to learn independently, reflect upon and evaluate own performance
- appreciation of diversity and multi-culturality

3. SYLLABUS

Short Description

The course is addressed to students who have successfully completed the course English Language I and to all students who possess an English language certificate of C2 level (according to the CEFR classification levels). Through the course the students are taught advanced grammatical and syntactic structures and vocabulary and are exposed to oral and written discourse of advanced length and difficulty with an emphasis on themes related to the students' field of studies. Emphasis is also placed on the development of the students' meta-cognitive and study skills. A variety of learning materials, tools and modes is offered in order to match and satisfy individual learning styles and needs. Throughout the course, extensive use is made of e-class and the Internet. In addition, students are requested to read one book for which supportive material is provided by the instructor and at least one book of their choice.

Aims of the course:

- To raise students' awareness of the need for and the usefulness of English in real life and in their current studies

- To enhance students' confidence in using the language skills they already possess and in their potential for language learning

- To make students aware of the need to actively engage themselves in language learning but also of the joy of the search for knowledge in general as active, independent learners

- To help students reach C1-C2 level competence.

More specifically:

- to develop students' knowledge and skills in more demanding grammatical and syntactic structures of the English language of C1-C2 level.

- to further develop students vocabulary, especially in relation to their field of

studies.

- to further develop students' receptive skills (reading and listening) and - to a lesser extent- productive skills (speaking, writing)

- to develop students' ability to learn independently by equipping them with appropriate resources and tools.

- to encourage autonomous learning so that students themselves can seek and access sources of knowledge and means of cultivation of their linguistic competence

- to enhance the students' meta-cognitive, self evaluation and study skills

- to encourage the use of the language at personal level, especially by reading extended discourse (books) for pleasure, but also by listening to/reading discourse accessed through suitably selected internet sites, with the aim to increase their language competence but also to expand their world and subject-specific knowledge

- by means of appropriately selected materials related to their studies, to help students explore various topics, cultures and mentalities and become aware of the richness of human experience and knowledge, thus developing their capacity to accept diversity and to approach issues from a variety of perspectives.

The following abbreviations are used in the text below:

G: Grammar

V: Vocabulary

SD: Skills (Reading/Writing/Listening/Speaking) Development

SS: Study Skills

ER: Extensive Reading

NGSL: New General Service List

1. Introduction to the course- English as an International Language - CLIL (Content and Language Integrated Learning)-Study Skills - Computer Assisted Language Learning (CALL) and the use of the Internet for Language Learning (e.g. mobile and web-based study applications such as Quizlet) - Extensive Reading: rationale, scientific evidence (article)
2. Grammar (G): The Passive: Forming and Using the Passive - Indirect Objects Used as Passive Subjects. Vocabulary (V): NGSL; Skills Development: Reading, Writing, Listening, Speaking (SD) (material in e-class)Study Skills (SS): Touch typing; Extensive Reading (ER):Introduction to Animal Farm and related tasks
3. G: The Passive: The Passive Form of Modals and Phrasal Modals; V: NGSL; SD; ER; SS: Note taking
4. G: The Passive: Stative Passive Verbs and Prepositions - GET & Passive - Participial Adjectives; V: NGSL; SD; SS
5. G: Noun Clauses: (NC beginning with question words, whether/if, that); V: NGSL; SD; SS

6. G: Noun Clauses: Quoted Speech, Reported Speech, the Subjunctive in Noun Clauses - Using -ever words (Whoever, etc.) V: NGSL; SD; SS: Plagiarism and how to avoid it
7. Mid-term Examination; ER
8. G: Adjective Clauses; V: NGSL; SD; SS: Presentation skills
9. G: Adjective Clauses; V: NGSL; SD; SS: Presentation skills
10. G: Gerunds and Infinitives; V: NGSL; SD; ER
11. G: Gerunds and Infinitives; V: NGSL; SD: Oral Presentations
12. G: Adverb Clauses; V: NGSL; SD: Oral Presentations
13. G: Adverb Clauses; V: NGSL; SD: Oral Presentations

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and learning - Web 2.0 tools
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>***Activity***</td><td>***Semester workload***</td></tr><tr><td>Lectures</td><td>39 hours</td></tr><tr><td>Study</td><td>11 hours</td></tr><tr><td>Non-directed study</td><td>Indefinite: Depends on the student's level and motivation</td></tr><tr><td>Course total</td><td>***50 hours***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation*	Language of Evaluation: English Method of Evaluation: Summative but can also be conclusive (see below)

procedure	• Class attendance (at least 75% of course hours), active participation and assignment completion: 15%
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	• Group project and group presentation (10%) • Participation in Mid-term Examination (15%) • Participation in Final Examination (60%). Please note: This percentage is the minimum and applies in case a student chooses to benefit from the total of evaluation options (1, 2, 3). • Participation in Final Examination only (100%) • Minimum grade required to successfully complete the course: 60% (or 6/10)
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography*:

*The list below is indicative, not exhaustive. Full list in e-class

GRAMMAR

• English Grammar Theory and interactive practice by the British Council: http://learnenglish.britishcouncil.org/en/english-grammar
• Fundamentals of English Grammar Interactive http://www.azargrammar.com/grammarSpeaks/grammarSpeaksUUEGi_TOC.html
• Understanding and Using English Grammar Interactive http://www.azargrammar.com/grammarSpeaks/grammarSpeaksUUEGi_TOC.html
• Tutorials and interactive grammar practice: https://www.englishpage.com/
• Irregular Verbs: Quizlet: https://quizlet.com/37649757/english-irregular-verbs-flash-cards/
• Preposition Combinations 7 groups: Quizlet in e-class (links).
• Phrasal Verbs (intermediate) 4 groups: Quizlet in e-class (links)
• Phrasal Verbs (advanced) 6 groups: Quizlet in e-class (links)

VOCABULARY

• Longman Dictionary of Contemporary English Online: https://www.ldoceonline.com/
• The New General Service List (NGSL): The 2818 most common words in English: http://www.newgeneralservicelist.org/
• NGSL learning and practice: Quizlet (2.000-2818):

https://quizlet.com/class/821915/
- The Vocabulary.com Top 1000. The top 1,000 vocabulary words; difficult but common words that appear in everyday academic and business writing and are also the most likely to appear on the SAT, ACT, GRE, and ToEFL. https://www.vocabulary.com/lists/52473

SKILLS DEVELOPMENT

For each of the 13 course sessions: reading passages, videos and other rich media content (e.g. selected TED talks, videos, documentaries) allowing for individual learning preferences and styles; related glossaries, tasks and other accompanying material, teaching and enhancing a variety of skills (metacognitive skills; reading, writing, listening, speaking, and their sub-skills) and promoting language, subject and world knowledge. The material has been carefully selected in order to develop background knowledge, vocabulary and fluency in the Department scientific areas and is often updated to reflect current issues and new developments (in e-class).

EXTENSIVE READING

Animal Farm by George Orwell http://www.george-orwell.org/Animal_Farm/index.html

(Support material in e-class)

or other

Additional - recommended extensive reading without supportive material provided by the course instructor: The Century Trilogy by Ken Follett (Fall of Giants, Winter of the World, Edge of Eternity)) (Pan Books) or any book of the students' choice.

STUDY SKILLS

Touch typing: https://www.typingclub.com/

APA style overview and workshop: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

TEACHER NOTES for the course (in e-class, Documents)

3. English for Academic Purposes I

Athanassia Spyropoulou

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΑΓ 3	**SEMESTER**	3

COURSE TITLE	ENGLISH FOR ACADEMIC PURPOSES I

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	2

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	English for Academic Purposes I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP155/

2. LEARNING OUTCOMES

Learning outcomes

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

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

Subject specific competencies

Upon successful completion of the course, the students are expected to have improved/developed their

- ability to recognize, understand and use grammatical and syntactic structures and other conventions related to academic discourse

- academic vocabulary related to their studies and the university context, through appropriately selected authentic academic texts or other related, often media-rich discourse (intensive reading/listening).

- ability to approach and comprehend authentic academic discourse of relatively limited length and difficulty

- ability to speak and write using the conventions of academic English

- general reading skills and linguistic competence (extensive reading of books)

General Competences

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

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

Upon successful completion of the course, the students are expected to have further improved/developed their

- communication skills in an academic setting

- information technology skills by using the internet for personal study and language skills development, and also through the systematic use of e-class

- ability to search for, analyse and synthesise data and information, with the use of the necessary technology

- ability to work independently

- capacity for team work

- ability to show professional and ethical responsibility

- ability to learn independently, reflect upon and evaluate own performance

- study skills and overall academic performance

3. SYLLABUS

Short Description

The course is addressed to students who have successfully completed the course English Language II.

Through the course the students are introduced to the use of English for academic purposes. They are taught appropriate strategies for approaching and comprehending relatively extensive, medium difficulty authentic academic discourse related to their studies as well as other, non purely academic in nature material of various forms but which can be used as resource. In addition, they are taught the structure and conventions of academic discourse and learn related vocabulary and advanced grammatical and syntactic structures. At the same time, students develop their content knowledge and study skills. Throughout the course, extensive use is made of e-class and the Internet. In addition, students are requested to read one book for which supportive material is provided by the instructor and at least one book of their choice.

Aims of the course:

• To develop students' awareness and knowledge of the mechanisms and structure of academic discourse

• To develop students' academic vocabulary.

• To help students develop their academic reading skills by exposing them to relatively extensive, medium difficulty authentic academic discourse.

• To develop students' academic writing skills.

• To develop students' academic listening and speaking skills.

• To develop students' confidence in their ability to handle extensive, authentic academic discourse.

• To enhance the students' meta-cognitive and self-evaluation skills, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.

• To improve the students' study skills

• To encourage the independent use of the language at personal level, by reading books and by listening to/reading academic discourse accessed through suitably selected internet sites, with the aim to increase the students' language competence and expand their subject-specific and world knowledge.

The following abbreviations are used in the text that follows:

G: Grammar

AV: Academic Vocabulary

ARL: Academic Reading/Listening skills

AS: Academic Speaking

AW: Academic Writing

SS: Study Skills

ER: Extensive Reading

AWL: Academic Word List

1. Introduction to the Course; Academic Reading/Listening skills (ARL): (e-class)

Study Skills (SS): How to approach an academic essay

Academic Writing (AW): Paragraph Structure

Academic Vocabulary(AV): Academic Word List (AWL)

Extensive Reading (ER): Introduction to 1984 or other

2. ARL; AW: Paragraph Structure

Grammar: Coordinating Conjunctions; AV: AWL.

3. ARL; AW: Unity and Coherence

Grammar: Connectives that Express Cause and Effect, Contrast, Condition (otherwise, or else); AV: AWL

4. ARL; AW: Coherence

Grammar: Connectives that Express Cause and Effect, Contrast, Condition; AV: AWL

5. ARL; AW: Supporting Details: Facts Vs Opinion, Using Outside Sources; Grammar: Conditional Sentences and Wishes; AV: AWL

6. ARL; AW: Quotations, Plagiarism and How to Avoid it; Grammar: Reduction of adverb clauses; AV: AWL

7. Mid-term exam; ARL

8. ARL; AW: Statistics; Grammar: Reduction of Adjective Clauses - Participial Phrases; AV: AWL

9. ARL; AW: Paraphrasing as support and avoiding plagiarism; Grammar: Reduced Adverb and Adjective Clauses: Practice; AV: AWL

10. ARL; AW: Research and Documentation of Sources; Grammar: Punctuation Rules - the semicolon; AV: AWL

11. ARL; AW: Essay Writing: The Three Parts of an Essay - Process Essays; Grammar: Coordinating Words, Subordinating Words; AV: AWL

12. ARl; AW: Cause/Effect Essays; Grammar: Conjunctive Adverbs; AV: AWL

13. ARL: AW: Comparison/Contrast Essays; Grammar: Transition Signals; AV: AWL

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and learning - Web 2.0 tools

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

Activity	*Semester workload*
Lectures	39 hours
Study	11 hours
Non-directed study	Not defined: Depends on the student's level, needs and motivation
Course total	*50 hours*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of Evaluation: English Method of Evaluation: Summative but can also be conclusive (see below) • Class attendance (at least 75% of course hours), active participation and assignment completion: 15% • Group project and group presentation (10%) • Participation in Mid-term Examination (15%) • Participation in Final Examination (60%). Please note: This percentage is the minimum and applies in case a student chooses to benefit from the total of evaluation options (1, 2, 3). • Participation only in Final Examination (100%)

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography*:

*The list below is indicative, by no means exhaustive. Full list in e-class

ACADEMIC READING, WRITING, LISTENING AND SPEAKING

Reading passages, videos and other rich media content (e.g. academic lectures, selected TED talks, articles, essays, documentaries) allowing for individual learning preferences and styles and also serving as resources for assignments; glossaries, notes, and other accompanying material, teaching and enhancing a variety of skills (academic reading, writing, listening, speaking, study, meta-cognitive skills and sub-skills) and promoting academic language, subject specific and world knowledge. The material has been carefully selected in order to develop background knowledge, academic vocabulary and fluency in the Department scientific areas and is often updated to reflect current issues and new developments (in e-class).

GRAMMAR

English Grammar Theory and interactive practice by the British Council:
http://learnenglish.britishcouncil.org/en/english-grammar

Understanding and Using English Grammar Interactive
http://www.azargrammar.com/grammarSpeaks/grammarSpeaksUUEGi_TOC.html

Tutorials and interactive grammar practice: https://www.englishpage.com/

VOCABULARY

Academic Word List (AWL)
https://www.victoria.ac.nz/lals/resources/academicwordlist

Longman Dictionary of Contemporary English Online: https://www.ldoceonline.com/

The American Heritage Dictionary: https://ahdictionary.com/

The Vocabulary.com Top 1000. The top 1,000 vocabulary words; difficult but common words that appear in everyday academic and business writing and are also the most likely to appear on the SAT, ACT, GRE, and ToEFL.
https://www.vocabulary.com/lists/52473

Online Dictionary of the Social Sciences http://bitbucket.icaap.org

UNESCO: Educational Research: Some basic concepts and terminology
http://unesdoc.unesco.org/images/0018/001824/182459e.pdf

The Glossary of Education Reform https://www.edglossary.org/

World Health Organisation (WHO): Health Impact Assessment (HIA): Glossary

http://www.who.int/hia/about/glos/en/

STUDY SKILLS

Learning APA Style
http://www.apastyle.org/learn/index.aspx?_ga=2.84127261.584952857.1531129569-1440484128.1531129569

APA tutorial: http://lib.usm.edu/help/tutorials/apa_tutorial.html

EXTENSIVE READING

1984 by George Orwell (support material in e-class)

or other

Recommended extensive reading: The Century Trilogy by Ken Follett (Fall of Giants, Winter of the World, Edge of Eternity); Pan Books

Any book of the students' choice

COURSE INSTRUCTOR NOTES (in e-class)

4. English for Academic Purposes II

Athanassia Spyropoulou

COURSE OUTLINE

1. GENERAL

SCHOOL	UNIVERSITY OF THE PELOPONNESE SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF SOCIAL AND EDUCATION POLICY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΑΓ4	**SEMESTER**	4

COURSE TITLE	ENGLISH FOR ACADEMIC PURPOSES II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	English for Academic Purposes I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uop.gr/courses/SEP161/

2. LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Subject specific competencies:

Upon successful completion of the course, the students are expected to have improved/developed their

- ability to recognize, understand and use grammatical and syntactic structures and other conventions related to academic discourse

- academic vocabulary related to their studies and the university context, through appropriately selected authentic academic texts or other related, often media-rich discourse (intensive reading/listening).

- ability to approach and comprehend authentic academic discourse of relatively extensive length and increased difficulty

- ability to speak and write using the conventions of academic English

- ability to make relatively short oral presentations in an academic context

- general reading skills and linguistic competence (extensive reading of books)

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

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

Upon successful completion of the course, the students are expected to have further improved/developed their

• communication skills in an academic setting

• information technology skills by using the internet for personal study and language skills development, by preparing PowerPoint presentations and also through the systematic use of e-class

• ability to search for, analyse and synthesise data and information, with the use of the necessary technology

• ability to work independently

• capacity for team work

• ability to show professional and ethical responsibility

• ability to learn independently, reflect upon and evaluate own performance

• study skills and overall academic performance

3. SYLLABUS

Short description

The course is addressed to students who have successfully completed the course English for Academic Purposes I.

Through the course the students progress in their use of English for academic purposes. They are taught appropriate strategies for approaching and comprehending relatively extensive **authentic** academic discourse in written or spoken form related to their studies as well as other, non purely academic in nature material of various forms but which can be used as resource. In addition, they are further taught the structure and conventions of academic writing and speaking, including debating and presenting academic work, and learn related vocabulary and structures, as well as academic vocabulary related to their studies. At the same time,

students develop their content knowledge and study skills (note-taking, etc). Throughout the course, extensive use is made of e-class and the Internet. In addition, students are requested to read one book of their choice.

Aims of the course:

• To further develop students' awareness and knowledge of the mechanisms and structure of academic discourse

• To further develop students' academic vocabulary.

• To help students develop their academic reading skills by exposing them to relatively extensive authentic academic discourse.

• To develop students' academic writing skills.

• To develop students' academic listening and speaking skills.

• To develop students' academic presentation skills.

• To develop students' confidence in their ability to handle extensive, authentic academic discourse.

• To enhance the students' meta-cognitive and self-evaluation skills, with a parallel development of the students' ability to learn independently by using the appropriate resources and tools.

• To improve the students' study skills

• To encourage the independent use of the language at personal level, by reading books and by listening to/reading academic discourse accessed through suitably selected internet sites, with the aim to increase the students' language competence and expand their subject-specific knowledge.

The following abbreviations are used in the text that follows:

AV: Academic Vocabulary

ARL: Academic Reading/Listening skills

AS: Academic Speaking

AW: Academic Writing

SS: Study Skills

ER: Extensive Reading

AWL: Academic Word List

1. Introduction to the Course; Academic Reading/Listening skills(ARL) in e-class; Academic Writing (AW): Argumentative Essays

Academic Vocabulary(AV): Academic Word List (AWL)

Study Skills (SS): Note-taking

Extensive Reading (ER): Introduction to Down and Out in Paris and London or other

2. ARL; AW: Argumentative Essays; AV: AWL.

3. ARL; AW: Argumentative Essays, Power Point Presentations; AV: AWL

4. ARL; AW: Power Point Presentations; Academic Speaking (AS): Presentation Skills; AV: AWL

5. ARL; AW: Essay Writing; AS: Presentation Skills; AV: AWL

6. ARL; AW: Essay Writing; AS: Presentation Skills; AV: AWL

7. Mid-term exam; ARL

8. ARL; AW: Essay Writing; Presentation Skills; AV: AWL

9. ARL; AW: Essay Writing; AS: Developing an argument and using persuasive language - Debating/presenting/defending an argument; AV: AWL

10. ARL; AW: Essay writing; AS: Developing an argument and using persuasive language - Debating/presenting/defending an argument; AV: AWL

11. ARL; AW: Note-taking; AS: Oral presentations of group research projects; AV: AWL

12. ARL; AW: Note-taking; AS: Oral presentations of group research projects;; AV: AWL

13. ARL; AW: Note-taking; AS: Oral presentations of group research projects; AV: AWL

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and learning - Web 2.0 tools

TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	Semester workload
Lectures	39 hours
Study	11 hours
Non-directed study	Not defined: Depends on the student's level, needs and motivation
Course total	**50 hours**

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

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

Language of Evaluation: English

Method of Evaluation: Summative but can also be conclusive (see below)

- Class attendance (at least 75% of course hours), active participation and assignment completion: 15%
- Group project and group presentation (10%)
- Participation in Mid-term Examination (15%)
- Participation in Final Examination (60%). Please note: This percentage is the minimum and applies in case a student chooses to benefit from the total of evaluation options (1, 2, 3).
- Participation only in Final Examination (100%)

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

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

VOCABULARY

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https://www.victoria.ac.nz/lals/resources/academicwordlist

Longman Dictionary of Contemporary English Online: https://www.ldoceonline.com/

The American Heritage Dictionary: https://ahdictionary.com/

The Vocabulary.com Top 1000. The top 1,000 vocabulary words; difficult but common words that appear in everyday academic and business writing and are also the most likely to appear on the SAT, ACT, GRE, and ToEFL.
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UNESCO: Educational Research: Some basic concepts and terminology
http://unesdoc.unesco.org/images/0018/001824/182459e.pdf

The Glossary of Education Reform https://www.edglossary.org/

World Health Organisation (WHO): Health Impact Assessment (HIA): Glossary
http://www.who.int/hia/about/glos/en/

The World Bank Glossary of Key Civil Service Terms

http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPUBLICSECTORANDGOVE
RNANCE/0,,contentMDK:20201644~pagePK:148956~piPK:216618~theSitePK:286305
,00.html

ACADEMIC SKILLS DEVELOPMENT

For every one of the 13 sessions: reading passages, videos and other rich media content (e.g. selected TED talks, articles, essays, documentaries) allowing for individual learning preferences and styles; glossaries, tasks and other accompanying material, teaching and enhancing a variety of skills (academic reading, writing, listening, speaking, metacognitive skills and sub-skills) and promoting language, subject and world knowledge. The material has been carefully selected in order to develop background knowledge, academic vocabulary and fluency in the Department scientific areas and is often updated to reflect current issues and new developments (in e-class).

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1440484128.1531129569

APA tutorial: http://lib.usm.edu/help/tutorials/apa_tutorial.html

Effective presentation skills tutorial: https://www.niu.edu/presentations/

EXTENSIVE READING

Down and Out in Paris and London by George Orwell http://www.george-
orwell.org/Down_and_Out_in_Paris_and_London/index.html

or other

Recommended extensive reading: The Century Trilogy by Ken Follett (Fall of Giants, Winter of the World, Edge of Eternity); Pan Books

Any book of the students' choice

TEACHER NOTES for the course (in e-class, Documents)