

## COURSE OUTLINE

### SOCIAL PSYCHOLOGY APPLIED TO EDUCATION

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT</b>	HUMANITIES / DIGITAL APPLICATIONS IN ARTS AND CULTURE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	2 <sup>ND</sup>
<b>COURSE TITLE</b>	SOCIAL PSYCHOLOGY APPLIED TO EDUCATION		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS credits are distributed in distinct parts of the course e.g. lectures, lab setc. If the ECTS credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	6	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SKILL DEVELOPMENT		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>			
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p> <p>After the completion of classes it is expected that students will be able to:</p> <p>Know the theories explaining aggressive behavior, the types of aggressive behavior and empirical evidence about aggressiveness in the school context, bullying and cyberbullying.</p> <p>View the educator as the “administrator” of the dynamic field of classroom.</p> <p>Hold a significant number of good practices to manage classroom and enhance students’ academic performance.</p> <p>Comprehend identity and diversity and efficiently deal with students coming from different ethnocultural backgrounds.</p> <p>Facilitate acculturation processes.</p> <p>Apply techniques and practices aiming in managing classroom.</p> <p>Be in a position to help and support students facing crises in personal, peer and family level.</p> <p>Offer useful advice to parents about school adaptation and academic performance.</p> <p>Design basic intervention plans for the enhancement of classroom dynamics.</p> <p>Identify and deal with discriminatory attitudes and behaviors.</p>														
<p><b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	
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<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Promoting free, creative and inductive reasoning</i>
<p>Search, analysis and synthesis of data and information,          Adaptation to new situations,          Decision making,          Autonomous work,          Teamwork,          Production of new research ideas,          Equity and Inclusion          Respect for the natural environment,          Sustainability,          Demonstration of social, professional and moral responsibility and sensitivity to gender issues,          Critical thinking,          Promoting free, creative and inductive reasoning.</p>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Violence and aggression – Definition and theoretical conceptualization.</li> <li>2. Educator’s symbolisms – Aggressive behavior in the context of school, bullying</li> <li>3. Language and communication – Verbal and nonverbal communication, social indexes of language and identity dynamics. Language and ICT.</li> <li>4. Culture – The meaning of cultural context and the intercultural approach in educational settings.</li> <li>5. Cultural challenges in the contemporary school context.</li> <li>6. Identity and diversity – Processes and dynamics underline identity formation</li> <li>7. Social representations and the construction of social world.</li> <li>8. Co-operation and competition – Mixed motives and structure of interdependence.</li> <li>9. Dyads, small groups and intergroup relations – Conflict resolution in the school context.</li> <li>10. Group performance – Process loss, social facilitation and social inhibition. Social loafing.</li> <li>11. individual performance in the social context – typology of group tasks and enhancement of performance.</li> <li>12. Crisis management – Definition and theoretical context. Examples of crisis in classroom and methods to cope with.</li> <li>13. Bullying and cyber bullying – Definition, forms, motives, the role of bystander, intervention and prevention.</li> </ol>
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### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATION TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	E class, e mail, live streaming	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Classes attendance	39
	Individual reading and preparation for the written exams	85
	Essay writing (literature review)	51
	Written examination	5
	<b>TOTAL</b>	<b>180</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>		

*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

Essay writing (literature review) – 30%  
Written examination at the end of the semester – 70%

## 5. SUGGESTED BIBLIOGRAPHY

### Textbooks:

1. Hogg, M.A. & Vaughan, G.M. (2010). Κοινωνική ψυχολογία (επιμέλεια Αλεξάνδρα Χαντζή). Αθήνα: Gutenberg.
2. Hewstone, M & Stroebe, W. (2007). Εισαγωγή στην κοινωνική ψυχολογία (επιμέλεια Γιώργος Γαλάνης). Αθήνα – Παπαζήσης.

### Other Suggested Bibliography

1. Hogg, M.A. (2016). Εγχειρίδιο κοινωνικής ψυχολογίας: Διεργασίες ομάδας (Επιμέλεια Α. Παπαστυλιανού). Αθήνα: Gutenberg.
2. Κοκκινάκη, Φ. (2005). Κοινωνική Ψυχολογία: εισαγωγή στη μελέτη της κοινωνικής συμπεριφοράς. Αθήνα: Εκδόσεις Τυπωθήτω.
3. Smith, P.B. (2011). Διαπολιτισμική κοινωνική ψυχολογία (Επιμέλεια Α. Παπαστυλιανού). Αθήνα: Gutenberg.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	E. LAMPRIDIS
<b>Contact details:</b>	<a href="mailto:elamprid@he.duth.gr">elamprid@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Essay writing (literature review) – 30% Written examination at the end of the semester – 70%
<b>Implementation Instructions: (3)</b>	Detailed information are uploads at the e class of the course. Students electronically submit their essays until the 10 <sup>th</sup> week of classes. Written examination through e class platform. Students answer to 30 multiple choice questions randomly presented to each student. Time for answering each question two minutes. In order to pass the course students should answer correctly at least to 50%of the questions. The final mark is calculated taking into account students' performance in the essay as presented above.

(1) Please write YES or NO

(2) Notedowntheevaluationmethodsusedbytheteacher, e.g.

- *written assignment* or/and exercises
- *written or oral examination with distance learning methods*, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.