

## COURSE OUTLINE

### INTRODUCTION TO SOCIAL PSYCHOLOGY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	6 <sup>TH</sup>
<b>COURSE TITLE</b>	INTRODUCTION TO SOCIAL PSYCHOLOGY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. 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	4
<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>	BACKGROUND		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course, participants will be able to:

- Master the basic terms and concepts of social psychological science,
- Know key terms, concepts and main theories concerning social psychology,
- Understand key issues regarding intra-personal processes and inter-personal phenomena
- Differentiate social psychological viewpoint and theoretical approach in comparison to other disciplines both psychological and anthropological
- Identify attribution processes in human behavior
- Locate and study individual and group attitudes toward individuals and social groups
- Interpret the relation between attitudes and behavior through the lenses of certain theoretical models
- Basically design studies aiming in investigating attitudes
- Comprehend the main theoretical approaches and theories concerning the self
- Understand the socio-cognitive approach for the explanation of human behavior.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<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>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

- Adaptation to new situations

- Autonomous work
- Working in an international environment
- Working in an interdisciplinary environment
- Equity and Inclusion
- Critical thinking
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1. Social psychology – Definition, terminology, brief history
2. Social psychology and psychological science, conducting research in social psychology: Past, present and future.
3. Research methodology in social psychology: Terminology, conceptualization and the meaning of conducting research. The main scientific and methodological paths of the discipline.
4. Detailed presentation of research methods and examples of research applications in laboratory and field studies
5. Social knowledge and social thinking: Epistemology, terminology, conceptualizations.
6. Perception of persons, social schemata and social categories, categories and models, social conclusions.
7. Attitudes: Concept, structure and function.
8. Attitudes: Attitude formation and relative concepts and theories.
9. Attitude change: Communication as a process of social influence. Transmitter, message and receiver(s).
10. Attitude change: Persuasive communication – Theoretical approaches, research evidence.
11. Attitudes and behavior: Theory of reasoned action.
12. Attitudes and behavior: Theory of planned behavior.
13. Self and identity: Interdisciplinary approach, individual and collective self, self-awareness, Self and identity. Self-esteem, self-presentation, and impression management.

### 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; COMMUNICATIONS 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.  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	45
	Essay writing (literature review)	31
	Written examination	5
	<b>Total</b>	<b>120</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  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</i>	Essay writing (literature review) – 30% Written examination at the end of the semester – 70%	

*interpretation, Other/Others*

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

## **5. SUGGESTED BIBLIOGRAPHY**

- Hogg, M.A. & Vaughan, G.M. (2010). Κοινωνική ψυχολογία (επιμέλεια Αλεξάνδρα Χαντζή). Αθήνα: Gutenberg.
- Hewstone, M&Stroebe, W. (2007). Εισαγωγή στην κοινωνική ψυχολογία (επιμέλεια Γιώργος Γαλάνης). Αθήνα – Παπαζήσης.
- Κοκκινάκη, Φ. (2005). Κοινωνική Ψυχολογία: εισαγωγή στη μελέτη της κοινωνικής συμπεριφοράς. Αθήνα: Εκδόσεις Τυπωθήτω.
- Παπαστάμου, Σ. (Επιμ.) (2008). Εισαγωγή στην κοινωνική ψυχολογία: Επιστημολογικοί προβληματισμοί και μεθοδολογικές κατευθύνσεις (Τόμος Α'). Αθήνα: Πεδίο. Παπαστάμου, Σ. (Επιμ.) (2008). Εισαγωγή στην κοινωνική ψυχολογία: Η παράδοση (Τόμος Β'). Αθήνα: Πεδίο.
- Παπαστάμου, Σ., &Doise, W. (2010). Πειραματικός Σχεδιασμός και Στατιστικές Εφαρμογές στην Ψυχολογία. (Επιμ.: Σ. Παπαστάμου). Αθήνα: Πεδίο.
- Χαντζή, Α. (1999). Κοινωνική ψυχολογία. Στο Σ. Βοσνιάδου (Επιμ.), Εισαγωγή στην ψυχολογία (τόμος Β'). 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) Note down the evaluation methods used by the teacher, 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.