NATIONAL AND
KAPODISTRIAN UNIVERSITY
OF ATHENS

SCHOOL OF PHILOSOPHY

FACULTY OF
PHILOSOPHY
PEDAGOGY &
PSYCHOLOGY

UNDERGRADUATE & POSTGRADUATE GUIDE OF STUDIES

2012 - 2013

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
SCHOOL OF PHILOSOPHY
FACULTY OF PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY

UNDERGRADUATE & POSTGRADUATE
STUDY GUIDE

Academic Year 2012-2013

ATHENS 2012

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The Faculty of Philosophy, Pedagogy and Psychology as an Academic Unit. Information for new students

The role of a University Faculty is multidimensional. Introducing students to scientific thought and method is part of its mission. It undertakes the responsibility to widen research horizons. It trains, in a systematic way, scientists who will serve as creative contributors of social progress.

The mission of a University Faculty is to establish the functional relationship between 1) theory and practice, 2) research and knowledge, 3) systematic practice and professional orientation. It is part of its function to interact with society, to pose questions and promote its research interests.

The criticism towards Universities nowadays focuses on the suitability and the quality of undergraduate and postgraduate studies. It is often pointed out that more emphasis is placed on theory rather than on practice. The lack of consistency between what the Programmes of Studies provide for and what students need in order to respond to the requirements of their professional development is also pointed out. Programmes of Studies are considered to place emphasis on width instead of depth; on face to face instruction instead of communicative and investigatory approaches.

The New Programme of Study

The above concern particularly applies to the Faculty of Philosophy, Pedagogy and Psychology, since its graduates are oriented towards serving as literature teachers in Secondary Education schools. This relationship between University and Secondary Education is what we aim to enhance even further through the New Programme of Studies.

By placing particular emphasis on the interdisciplinary perception of knowledge, research and education, we return to the statement of Miltos Kountouras: *"I believe that a scientist may be wonderful and ingenious as a researcher of Science but the worst teacher. I want to use the scientist working in Secondary Education for certain purposes which are included in the aims of Secondary Education"*. Also, as stated by the OECD in its 1999 Report focusing on *"Educators today"*, *"Education of Educators must be incorporated into the continuous processes of educational reform. To set the foundations for willingness, ability to restructure and reevaluate working conditions at the School. To reconsider its position towards the Programmes and the knowledge this communicates. Moreover, to acquire the skill that allows the educator to participate in the scientific research in the education sector"*.

The New Programme of Study, which applies to students who have enrolled in the Faculty of Philosophy, Pedagogy and Psychology from the academic year 2010-2011 onwards, has been the product of a constructive scientific dialogue and systematic work. It responds to the demand for it to constitute the scientific framework of guidelines and activities which will ensure the efficacy criteria, i.e. suitability and quality. It steadily directs academic work towards educating an efficient literature teacher. It responds to the expectations of all academic staff of

the Faculty to train students in such a way and with such activities, so that they can become skilled scientist-educators:

a) to identify the abilities, needs, characteristics of their future students,

b) to understand the social background of students,

c) to acquire in depth knowledge of their field/teaching subject,

d) to have an in depth insight of the official and the hidden curriculum, so that they can manage it in a constructive and critical way,

e) to ensure, through their choices and activities, a spirit of discipline and a suitable learning environment in the classroom,

f) to combine teacher's authority with a communicative approach,

g) finally, to understand their presence in the school as a pedagogical mission and, at the same time, be in a position to undertake the professional responsibility of making educational decisions.

In an era of unemployment, such a student orientation takes into serious consideration the prestige and the standing of the degree in the job market. This is why the New Programme of Studies provides the graduate of the Faculty of Philosophy, Pedagogy and Psychology with the ability to select his/her area of scientific specialization in fields and sectors beyond the role of a philologist.

The Faculty of Philosophy, Pedagogy and Psychology
History and Structure

The Faculty of Philosophy, Pedagogy and Psychology, from the time of its foundation (1984), responds to the modern demand for a multidisciplinary and cross-sectional organization of studies. The Faculty members and the functional structure of the Faculty (courses, laboratories, centers, departments, postgraduate Programmes) serve research and teaching in the scientific fields of Philosophy, Pedagogy and Psychology. The three majoring areas were developed on the basis of these scientific fields, providing specialization which begins from the major area that each student selects after completion of the 2nd semester.

The structure of the Programme of Study, as presented in this Guide, was based on the need for each student to be conscious of studying Philosophy, Pedagogy, Psychology and, in parallel, acquiring a specialization, thus forming his/her scientific profile, as this becomes evident through the selection of a major. The option to select a major secures/expands academic freedom, since the student is asked to select after completion of the 2nd semester a number of elective modules, beyond the obligatory modules, from a wide range of fields offered.

In parallel, the Faculty of Philosophy, Pedagogy and Psychology, due to the core nature of its scientific-professional mission, is linked to all Faculties of the School of Philosophy and, especially, with the Faculties of Literature and of History-Archaeology. Students of the Faculty of Philosophy, Pedagogy and Psychology attend a number of modules -mostly Ancient Greek- taught by Academic Staff members of these Faculties. Through these modules, the student of the Faculty of Philosophy, Pedagogy and Psychology is initiated into literature and history-archaeology related knowledge and research, in order to enhance his adequacy as a philologist. Respectively, students in these Faculties attend modules taught by Academic Staff members of the Faculty, so that they can organize the philosophical-pedagogical-psychological basis of their role as educators.

The Faculty of Philosophy, Pedagogy and Psychology
General Information

The Faculty of Philosophy, Pedagogy and Psychology, as an academic structure, hosting more than 2000 undergraduate and 200 postgraduate students, is administratively supported by the members of the Secretariat, the Departments and the Library services. This administrative support covers a multitude of needs and renders the scientific and teaching process possible, creating relationships of trust and mutuality between the students and our Faculty. Thus, human resources, which allow the Faculty of Philosophy, Pedagogy and Psychology to comprise a dynamic academic entity, consist of 52 Academic Staff members, 8 Special Technical Laboratory Staff members and 25 administrative employees.

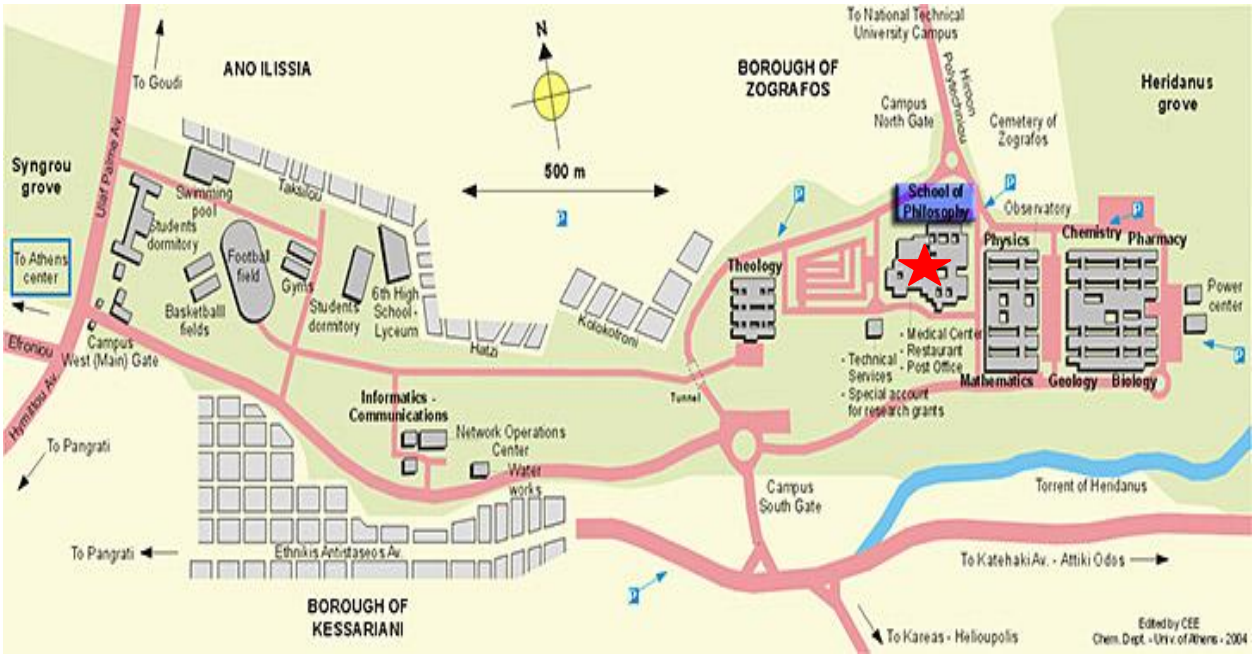
Welcome message to new students

Dear students,

This Guide of the New Programme of Study is a map of academic operations; operations into which you, as freshmen, are invited to participate. This is a *"flow chart"* which presents the conditions, terms, commitments, options and possibilities. Each one of you is asked to formulate your own Programme of academic presence as students of the Faculty of Philosophy, Pedagogy and Psychology within the School of Philosophy. All of us, the staff of the Philosophy, Pedagogy and Psychology Faculty, congratulate you on your success and invite you to participate in a fruitful cooperation, with the conviction that your scientific progress is our major concern, but it cannot be realized without your work, your good willed continuous participation and open mindedness and vision.

It has been said that "the best way to say something is to act on it". This is the action that the society expects from us and from you. We all have a duty to respond to these expectations of the Greek society. To respond with hard work, fruitful cooperation, discipline, proper planning, and with the certainty that the economic crisis and its consequences will not last long. All of us, as conscious members of the academic community, can build our own creative present, which will help prepare a different future that will be worthy of the vital forces of the Greek society.

Georgios I. Spanos,
Professor, Chair of Faculty



★ School of Philosophy

Map of the Panepistimiopoli (University Campus)

GENERAL INFORMATION

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

THE RECTORATE

Rector: Theodosios Pelegrinis
Vice Rector[1]: Asterios Doukoudakis
Vice Rector[2]: Thomas Sfikopoulos
Vice Rector[3]: Theodoros Liakakos

SCHOOL OF PHILOSOPHY

Dean: Amalia Mozer

FACULTY CHAIRS

Faculty of Philology: Eleni Karamalegou
Faculty of History and Archeology: Eleni Matzourani
Faculty of Philosophy, Pedagogy and Psychology: Georgios I. Spanos
Faculty of English Studies: Spironikolas Choidas
Faculty of French Language and Literature: Marika Thomadaki
Faculty of German Studies: Frideriki Batsalia
Faculty of Italian Literature: Stella Priovolou
Faculty of Spanish Literature: Efthimia Pandi-Pavlaki
Faculty of Theatre Studies: Platon Mavromoustakos
Faculty of Music Studies: Nikolaos Malliaras
Faculty of Turkish and Contemporary Asian Studies: Ioannis Mazis
Faculty of Slavic Studies: Fotis Dimitrakopoulos

[1] Responsible of academic affairs and personnel.
[2] Responsible of financial affairs, strategic planning and development.
[3] Responsible of student affairs, culture and international relations.

Access to the School of Philosophy

1. **By bus:**
   No 220: Academia – Ano Ilisia
   No 221: Academia – Panepistimiopoli
   No 222: Academia – Zografos cemetery
   No 250: Panepistimiopoli – Evangelismos station
   No E90 (Express): Pireaus – Panepistimiopoli

2. **Metro and Bus:**
   Metro: Evangelismos station – Bus 250

3. **By car:**
   Around the building of the School of Philosophy, there is adequate parking space. However, due to the large number of students and professors, finding a place to park after 10:00a.m. can be a challenging experience.

4. **Faculty's Secretariat:** 3rd floor, School of Philosophy.
   Monday, Wednesday and Friday, 11:00-13:00

5. **Departments' Secretariat:** 5th floor, School of Philosophy.
   All work days, 09:00-14:00

6. **Libraries:** Pedagogy and Psychology: 5th floor
   Philosophy: 7th floor
   All work days, 08:00-17:00

7. **Professors' offices:** 5th floor
   Faculty members receive students at office on specific days/hours.

Services of Interest for Students

- The University of Athens offers scholarships and awards for undergraduate and postgraduate students, thanks to revenue from its bequests.
  INFORMATION:
  Department of Bequests
  Christou Lada 6, 10561 Athens
  Tel.: 210-3689131-134

- The University of Athens supports its students and graduates for completion of their studies or for further studies and their incorporation into society. More specifically, it provides support in Psychological Counseling, Professional Orientation, Career and Young Entrepreneurship.
  INFORMATION:
  Central Career Office
  Department of Informatics and Telecommunications
  Panepistimiopoli – Ilisia, 15771 Athens
  Tel.: 210-7275220, 210-7276853, Fax: 210-7275214
  E-mail: gd@di.uoa.gr

- University Students' Club (health services, meals, cultural groups, libraries etc)
  INFORMATION:
  Ippokratous 15, 10679 Athens
  Switchboard: 210-3688223-24, 210-3688237

- University Gym
  INFORMATION:
  Tel.: 210-7275551-2, 210-7275556-7 and 210-7275560

- Student Mobility through the ERASMUS Programme
  INFORMATION:
  Mrs. Vlassi
  Tel.: 210-3689715
  e-mail: mvlassi@interel.uoa.gr

View of the main entrance of the School of Philosophy

STRUCTURE OF THE FACULTY OF PHILOSOPHY PEDAGOGY AND PSYCHOLOGY

View of the 5th floor of the School of Philosophy, where the offices of the Faculty's members, the libraries (excluding the one of Philosophy), the Laboratories and the Research Centers of the Faculty (excluding the Laborartory of Applied Ecological Philosophy) are located.

The facade of the School of Philosophy

THE FACULTY OF PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY

The Faculty of Philosophy, Pedagogy and Psychology is one of the twelve faculties of the School of Philosophy. The other eleven faculties are: 1) Faculty of Literature, 2) Faculty of History and Archaeology, 3) Faculty of English Literature, 4) Faculty of French Literature, 5) Faculty of German Literature, 6) Faculty of Theater Studies, 7) Faculty of Music Studies, 8) Faculty of Italian Literature, 9) Faculty of Spanish Literature, 10) Faculty of Turkish and Contemporary Asian Studies and 11) Faculty of Slavic Studies.

The Faculty of Philosophy, Pedagogy and Psychology was established in 1984 and emerged from the trisection of the previous Faculty of Philosophy of the School of Philosophy. Until 1986 it was located at the premises of the Law School at Solonos street (center of the city of Athens), but from 1986 onwards it was relocated, together with the other Faculties of the School of Philosophy, at the Panepistimiopoli at Ilisia and is now located in the building of the School of Philosophy.

Its current address is the following:

Faculty of Philosophy, Pedagogy and Psychology
School of Philosophy, University of Athens
Panepistimiopoli, Ilisia, zip code 157 84
Switchboard: 210 72 77 000
Fax: 210 72 48 979
Secretariat: 210 72 77 962-65
http://www.ppp.uoa.gr

The Faculty of Philosophy, Pedagogy and Psychology consists of three Departments:

- ✓ Department of Philosophy,
- ✓ Department of Pedagogy, and
- ✓ Department of Psychology.

The Faculty of Philosophy, Pedagogy and Psychology provides a Bachelor's degree with an option of three majors:

- ✓ Major in Philosophy,
- ✓ Major in Pedagogy, and
- ✓ Major in Psychology.

View of the Secretariat of the Faculty of Philosophy, Pedagogy and Psychology

The student selects his/her major at the beginning of the 3rd semester of studies.

The Faculty of Philosophy, Pedagogy and Psychology also has an academically independent Programme in Psychology, which leads to a Bachelor's degree in Psychology, equivalent to Psychology degrees of Faculties of Psychology across the country.

FACULTY ADMINISTRATION

CHAIR: Professor Georgios I. Spanos

Co-Chair: Professor Athanasia-Evangelia Glycofrydi-Leontsini

Secretariat: **Supervisor:** Sofia Maikidou

Personnel: Chrisoula Gerafenti, Aggeliki Iliopoulou, Garifallia Koromilou, Marianthi Manolaki, Ioanna Papasotiriou, Georgios Rombolas, Anna Toumbani, Ersi Kiriazi

DEPARTMENTS' ADMINISTRATION

Department of Philosophy

HEAD: Professor Athanasia-Evangelia Glycofrydi-Leontsini

Department of Pedagogy

HEAD: Professor Christina Nova-Kaltsouni

Department of Psychology

HEAD: Professor Klimis Navridis

PERSONNEL PER DEPARTMENT

DEPARTMENT OF PHILOSOPHY

Professors

Athanasia-Evangelia Glycofrydi-Leontsini
Evangelia Maraggianou-Dermousi
Theodosios Pelegrinis

Associate Professors

Elsi Mpakonikola-Yiama
Panagiotis Pantazakos
Georgios Vasilaros

Assistant Professors

Ioannis Kalogerakos
Niki-Chara Mpanakou-Karagouni
Vana (Evgenia) Nicolaidou-Kyrianidou
Georgios Steiris

Assistant Professors to be appointed

Georgios Arabatzis

Lecturers

Gerasimos Kakoliris
Eleni Lassithiotaki
Anna Lazou-Voutou
George Politis
Evangelos Protopapadakis

Lecturers to be appointed

Sotiris Fournaros

Special Technical Laboratory Staff

Eleni Nifora
Makis Sarimpalidis

Administrative Assistant

Elli Touliatou

Librarians

Vasilis Diakatos
Nikoletta Paraskevopoulou

Secondary teachers on secondment

Michail Mantzanas

DEPARTMENT OF PEDAGOGY

Professors

Michail Kassotakis
Christina Kaltsouni-Nova
Chronis Kynigos
Georgios Markou
Georgios I. Spanos
Georgios Flouris

Associate Professors

Aggeliki Gena
Maria-Zoi Fountopoulou
Evangelia Fridaki

Assistant Professors

Georgios Papakonstantinou
Georgios Passias
Theodora Cavoura-Sissoura
Evanthia-Elli Milingou
Maria Daskolia

Lecturers

Faye Antoniou
Athanasios Verdis
Zacharoula Smirnaiou
Dimitrios Foteinos
Athanasios Michalis

Special Technical Laboratory Staff

Nikolaos Karatzidis
Olga Katsamagou
Elisavet Xenaki
Emmanouil Xenikakis

Employees on unlimited term contracts

Chrisoula Arkoudi
Paraskevi Papagianni
Christos Parthenis
Nikolaos Sotiriou
Ioannis Filippopoulos

Administrative Employee

Konstantina Mpougeli

Librarians

Maria Christidi-Skaltsa
Niki Chatzipanagiotou

Secondary teachers on secondment

Athina Argiropoulou
Xanthi Asimakopoulou
Angeliki Kokkini
Mariana Kouroupaki

DEPARTMENT OF PSYCHOLOGY

Professors

Elias Besevegis
Chryse Hatzichristou
Frosso Motti-Stefanidi
Klimis Navridis
Despoina Sidiropoulou-Dimakakou

Associate Professors

Anna Christopoulou
Aikaterini Gari
Konstantinos Mylonas
Spyridon Tantaros

Assistant Professors

Anna Aventisian-Pagoropoulou
Filia Issari
Vasiliki-Lissi Kanellopoulou
Alexandra Oikonomou
Vasileios Pavlopoulos
Fotini Polychroni
Petros Roussos

Lecturers

Asimina Ralli

Special Technical Laboratory Staff

Konstantina Dimitropoulou
Christina Katsiadrami
Alexandra Mavrommati
Olympia Papaioannou

Clinical Psychologist, open-ended employment contract

(Laboratory of Psychological Counseling for Students)
Diana Charila

Librarians

Sofia Akrivopoulou
Loukas Argiriou
Areti Pantelopoulou

Secondary teachers on secondment

Theodora Skali Psychologist, MSc, PhD

Social Worker

Vasiliki Sapouna

The Secretariat of the Department of Psychology

CLASSES AND EXAMINATION PERIODS OF THE ACADEMIC YEAR 2012-2013

Class at the Laboratory of Educational Technology Lab

FALL SEMESTER

a) Classes period: 15/10/2012 – 25/1/2013

b) Examinations period: 28/1/2013 – 22/2/2012

c) Official holidays 28/10, 17/11, 30/1

d) Christmas Holidays 24/12/2012 – 4/1/2013

SPRING SEMESTER

e) Classes period: 25/2/2013 – 7/6/2013

f) Examinations period: 10/6/2013 – 5/7/2013

g) Official holidays 18/3, 25/3, 1/5, 24/6

h) Easter Holidays 29/4/2013 – 10/5/2013

i) September examination period: 2/9/2013 – 27/9/2013

INFORMATION ABOUT THE STUDIES

The interior of the School of Philosophy building

Class at the School of Philosophy

Admission of new students

The students to be admitted in the Faculty of Philosophy, Pedagogy and Psychology, and the Psychology Programme, based on the results of the National Entrance Examinations, are announced on the Faculty's Secretariat board.

Their invitation and admission are made according to the provisions of the Presidential Decree which is in force at the time and within a deadline set by the Minister of National Education and Religious Affairs. Within the same deadline, an application for exceptional admission must also be submitted by chronic patients, at a percentage of 3%, according to the provisions of Laws 1351/81 and 2640/98.

For admission, the student or his/her legal representative submits the following documents to the Faculty's Secretariat:

a) Application for admission.
b) Certificate of graduation from Lyceum or degree or any proof of graduation from the school attended or a certified photocopy of these titles. In case an original title is submitted (certificate of graduation or degree) this can be returned, when the interested party submits respective proof or a photocopy.
c) A solemn declaration where the student declares that he is not enrolled in another School or tertiary education Faculty in Greece or abroad.
d) Certificate of graduation, if the student was enrolled in another faculty during the previous academic year.
e) Six photographs, police ID-type.
f) Certified photocopy of the student's police identification card.

During admission, the Secretariat checks and compares the information of those applying for admission with the individual record of success and with the official copy of the name list.

Newly admitted students are obliged to undergo medical tests (x-ray, general clinical and dermatological examination) which are performed by the health services of the University free of charge.

In case of exceptional circumstances, such as prolonged natural disaster, army conscription or absence abroad, the admission of a student who has failed to register within the deadline provided by the Presidential Decree in force at the time, is possible, with a justified decision of the Faculty's Board of Directors, following an application of the student which must be submitted within a strict deadline of thirty (30) days from the expiration of the admissions deadline, stating the reasons for the delay.

A student that has not been registered via the process listed in the previous paragraph, loses his/her right to be admitted for the specific academic year as well as for the following years.

Overdue applications for admission are not accepted, unless the Faculty decides that there are serious reasons justifying the delay and, in any case, delays should not exceed one month.

For admission in Postgraduate Programmes, the requirements are set by the regulations of each Faculty, which have been approved by the Faculty's Special Assembly.

Legal status of studies

The Programme of Study is defined by the General Assembly of the Faculty, according to articles 24 and 25 of Law 1268/82, article 9 of Law 2083/92 and article 1, paragraph 5 of Law 2188/94.

The above articles are listed below:

a) Article 24 of Law 1268/82 "Studies Programme"

1. The Programme of Studies includes the titles of the required modules, of the required elective and the elective modules, their content, the teaching hours per week, during which teaching is conducted as well as the sequence or interdependence of modules.
2. The Programme of Studies is adapted to the minimum number of semesters required for acquiring the degree, which is specified for each degree through a Presidential Decree issued following the response of the Board of Higher Education and the Schools and which cannot be less than eight semesters.
3. Every semester's module includes a number of credits. One credit corresponds to one hour of teaching per week times one semester, in the case of independent teaching, and to one up to three teaching hours or hours of practice per week for one semester for the remaining topics, according to the respective decision of the General Assembly of the Faculty. The Programme of Studies also includes the minimum number of credits required to acquire the Bachelor's degree.
4. The assignment of modules to semesters is indicative and not obligatory for the students. However it does correspond to normal attendance circumstances, adapted to the minimum number of semesters required to acquire the Bachelor's degree and to the sequence of the prerequisite modules and the modules depending on prerequisite modules. According to the Programme of Studies, prerequisite and further modules are specified. The student submits his/her statement of preference to the Faculty's Secretariat, in the beginning of each semester and on dates specified by the General Assembly.
5. The General Assembly is responsible for specifying the Programme of Studies. The Programme of Studies may be revised on April of each year. The President assigns a Programme Committee, consisting of General Assembly members with a one year tenure, which submits a respective recommendation to the General Assembly, after having summarized the recommendations of the Departments.
6. The decision of the General Assembly for the Programme of Studies is copied to the Dean and to the National Academy of Sciences and published in the Study Guide.
7. The Programmes of Studies of a Faculty may also include modules belonging to the disciplines of other Faculties of the same or of another School. In this case, teaching duties to Academic Staff members of this Faculty are assigned through a decision of the Dean or the Board of Rectors respectively, following a recommendation of the respective Faculties or Schools.
8. In case a student fails a required module, he/she is obliged to sign up for the module again at a following semester.

9. For all modules of the Programme of Studies, the Department responsible for teaching the modules is identified. These modules can be taught by any Academic Staff member of the Faculty.
10. In case of a module taught to a large number of students, an effort is made to divide classes into groups with a smaller number of students and teaching the module for each group is assigned to an Academic Staff member of the respective Department.

b) Article 25 of Law 1268/82 "Studies Regulation"

1. The academic year begins on September 1st of each year and ends on August 31st of the following year.
2. Each academic year is structured into two semesters.
3. Disruption of the educational work as well as the operation of a University overall, apart from the provisions of this law, is possible only with a decision of the Senate and only for exceptional circumstances.
4. If for any reason the number of actual teaching hours for a module is smaller than 4/5 of the number provided for in the Programme for the working days of the respective semester, the module is not considered completed.
5. The internal regulations of Universities specify the particulars related to the possibility of organization and operation of summer semesters for intensive education or to complement the semester's curriculum.
6. In case of repeated failure in an elective required module, the student is obliged to either attend the module again in following semesters or to replace it with another elective module.
7. The student completes his/her studies and acquires the Bachelor's degree, when he/she has successfully completed relevant modules and achieved the required number of credits. The grade of the degree for students admitted to Universities from academic year 1983-1984 onwards, is specified by a decision of the Ministry of Education and Religious Affairs (added with article 4, paragraph 3, of Law 1674/86).
8. All matters related to the type of the degrees and graduation are specified in the internal regulations of Higher Education Institutions.
9. The Bachelor's degree is issued within a period of two months at most, following the completion of studies; it is signed by the Rector, the President and the Secretary of the respective Faculty. If the above period of two months has been exceeded, the degree is issued with the signature of the Rector only and in cases of obstruction or absence, the degree is signed by the Vice-Rector responsible for academic affairs and personnel (added with article 48 of Law 1946/91).

c) Article 9 of Law 2083/92 "Regulation of issues relating to undergraduate studies"

1. Every semester consists of at least thirteen (13) full weeks of teaching, followed by the necessary number of weeks for examinations. There are three examination periods: January-February, June and September. The duration of the examinations period is three (3) weeks for the periods of September and January-February and four (4) weeks for the period of June.

2. The first semester begins in the second fortnight of September and the second semester ends in the second fortnight of June. The exact dates are specified by the Senate. But, in exceptional cases, the Minister of Education and Religious Affairs, following a recommendation of the Senate, sets the beginning and end of both semesters to different dates, so that the number of weeks specified in paragraph 5 can be achieved.
3. In the examination period of September students can be examined for modules of both semesters (fall and spring semester), while in the examination period of June students can only be examined for modules of the spring semester. During the examination period of January-February, apart from the modules of the fall semester, modules of the last spring semester can also be examined. The grade for each module is assigned by the teaching professor, who is obliged to organize written or oral examinations or use subjects or laboratory exercises according to his/her judgment.
4. If the student fails at least four (4) times in the examinations of any module, the Board of Directors of the Faculty may, following an application and taking into consideration any additional requirements provided for in the Faculty's internal regulation, assign a three members committee for reexamination where the examiner is required to participate as well.
5. In paragraph 5 of article 25 of Law 1268/1982 the number "2/3" is replaced by the number of "4/5".
6. After completion of the time period allowed as minimum duration for undergraduate studies of a faculty, extended by two (2) years, students are no longer entitled to any kind of benefits, such as medical and hospital care, academic achievement scholarships, scholarships and student loans, free meals, accommodation and free supply of books or other educational material, transportation facilitation etc.

DEGREE REQUIREMENTS

The students of the Faculty of Philosophy, Pedagogy and Psychology must successfully attend eight semesters and: a) be successful in the examinations of sixty modules[4] according to the Studies Programme (see further in this guide) and b) complete their six months practice. The modules of the Programme are distinguished into obligatory and elective. Obligatory are the modules that all students of the respective major must attend and succeed in. Elective are the modules out of which the student can select some, so that he/she completes the necessary number of modules for his/her major. It must be noted that attending lectures, participating in

[4] The students who have been admitted in the PPP Faculty prior to the academic year 2005-06 need to be successfully examined in forty (40) courses to acquire a degree. Students who have been admitted in the PPP Faculty prior to the academic year 2009-10 need to be successfully examined in forty-two (42) courses to acquire a degree. From academic year 2009-2010 onwards, the Revised Programme of Studies of the Faculty is applied, according to which students must be successfully examined in sixty courses of three hours each, to acquire a degree.

seminars and communicating with professors are necessary requirements for students' training. The student selects his/her major at the third semester of studies.

In order to facilitate students formulate a reasonable programme of studies, for each semester, the Faculty has proposed some **Indicative Programmes of Studies**, which are listed in this guide. In these programmes, the allocation of modules into semesters is indicative and not obligatory, and corresponds to normal attendance circumstances adapted to the smallest possible number of eight semesters. The two first semesters are common for all three majors.

The hours of lectures for all semesters are three[5] for both the Faculty of Philosophy, Pedagogy and Psychology and the Psychology Programme.

For the calculation of the grade of the degree, the grades of all modules required for acquiring a degree are taken into consideration. Apart from these grades, from the academic year 2009-2010 onward the system of Credits Allocation also applies to the modules of the Programme of Studies of the Faculty of Philosophy, Pedagogy and Psychology and the Psychology Programme. The credits, which correspond to each module as well as practice, are listed on the Programme of Studies. To acquire a Bachelor's degree, a student is required to achieve a total of 245 credits in the major of Philosophy and the major of Pedagogy, and 243 credits in the major of Psychology.

The academic year is divided into the teaching periods of fall and spring semesters.

Applying for modules and books

Applying for modules is performed through the internet, on a dedicated website. For this process, students must acquire an electronic access code. For each semester, a specific period is announced by the Faculty's Secretariat, during which the system allows students to apply for modules and books. To receive a book, an application must be submitted. After expiration of this period, no change can be made to modules and books applications, as there is no access to the electronic applications system (Eudoxus).

To register in the my-studies service and to acquire an electronic access code with a username and a password, students must first submit a respective application through **http://webadm.uoa.gr → "New User Application" → "Undergraduate students"**.

The application of modules and books, as well as the announcement of grades are made through the website: **http://my-studies.uoa.gr**.

[5] Within the context of the Programme of Studies, applicable to students admitted prior to the academic year 2005-06 and students admitted prior to the academic year 2009-2010 respectively, the teaching hours for courses were four (4) for the courses of the first two semesters and five (5) for the courses offered by the PPP in the remaining semesters. The teaching hours of courses offered by other Faculties after the second semester, are specified by the respective Faculties.

Clarifications for registering in the website http://webadm.uoa.gr

During the registration procedure at the website http://webadm.uoa.gr, for the system to identify the applicant, he/she will be asked to provide:

- His/her full registration number (13 digits: 1562 followed by the year of entry and the 5-digit registration number) and
- The number of his/her police identity card (the ID number should be entered without spaces and using Greek capital letters, where needed).
- After being identified by the system, the applicant will be asked to provide his/her name using both Greek and Latin characters. The full first and last name of applicants must be provided, no name variations are allowed.
- After properly completing and submitting these data, **a protocol number is assigned to the application of the respective student**, as well as a **PIN number** which will be used for activation of the student's account.
- The data provided is being processed during working days and hours by the Faculty's Secretariat.
- Following the link "Account Activation (via PIN)" at the website: http://webadm.uoa.gr, the student can track the progress of his/her application. If the data he/she provided are approved, he/she will be asked to set his/her password, while the username to be used for this service will be assigned to him/her.
- After approval of students' data by the Faculty's Secretariat and the activation of their account, students may visit the website: http://my-studies.uoa.gr and use the service, by entering his/her username and password.

PROGRAMMES OF STUDIES

The building of the School of Philosophy

PROGRAMME OF STUDIES
FACULTY OF PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY
(applicable to students admitted from academic year 2010-2011 onwards)

A. Structure of the Programme

Philosophy modules: 7 (5 required + 2 elective)
Pedagogy modules: 8 (5 required + 3 elective)
Psychology modules: 8 (5 required + 3 elective)
Teaching Practice: 1
Modules of Ancient Greek Philology: 8
Modules of Latin Philology: 1
Module, required elective from the Faculty of Philology (Latin Philology or Byzantine Philology or Folklore Studies): 1
Linguistics modules: 2
New Greek Philology modules: 2
History modules: 3
Module, required elective: 1 (New Greek Philology or Archaeology or History of Art)
Free selection: 1
Major modules: 17
Total: 60 modules

B. Basic modules (common for all students)

a. Philosophy Major

- Required (5)

1. Introduction to Philosophy (philosophy issues through time)
2. History of Philosophy (currents, key tenets, traditions in the course of time)
3. Ancient Greek Philosophy: Presocratics – Socrates – Plato
4. Medieval Philosophy
5. History of Modern European Philosophy: 17th – 19th century

- **Required Elective (2 out of 12)**

1. Ancient Philosophy B: Socratic Schools - Aristotle
2. Ancient Philosophy C: Hellenistic and Roman era
3. Byzantine Philosophy
4. Renaissance Philosophy
5. Modern European Philosophy: Traditions - Issues
6. Contemporary Philosophy A: Phenomenology – Existentialism – Postmodern Philosophy
7. Cotemporary Philosophy B: Logical Positivism – Analytic Philosophy - Pragmatism
8. Modern Greek Philosophy

9. Ethics
10. Theory of Knowledge - Metaphysics
11. Aesthetics
12. Political Philosophy

b. Pedagogy Major

- **Required (5)**

1. Introduction to Education
2. New Educational Approaches to Multicultural Societies ς
3. Curricula: Theory and Practice
4. Teaching Theory and Methodology
5. Special Education (the content of this module will change every three years and for each three-year period will relate to one of the four subject matters, which are listed as **required elective modules** with the numbers 1,5,6,8. For academic years 2012-13, 2013-14 and 2014-15 module number 5 will be taught as a required module).

- **Required Elective (3 out of 12)**

1. Didactics of History
2. Special Education *
3. Introduction to educational evaluation *
4. Theory of Literature and Teaching Practice
5. Teaching of Modern Greek as a Mother Tongue and a Second Language
6. Environmental Education
7. Sociology of Education *
8. Teaching methodology of Ancient Greek language
9. Organization and Administration of Education
10. Educational Psychology *
11. Counseling and Professional Orientation - Exercises
12. Digital Technologies in Education *

* Modules indicated with an asterisk cannot be selected by students of the Pedagogy major, because students will be attending these modules in further semesters according to the programme of Specialization in the Pedagogy major.

c. Psychology Major

- **Required (5)**

1. Developmental Psychology
2. Cognitive Psychology I
3. Social Psychology
4. Developmental Psychopathology
5. School Psychology

- **Required Elective (3 out of 10)**

1. Psychology of Communication
2. School Psychological Counseling
3. Family and School Prevention and Intervention
4. Applied Cognitive Psychology
5. Individual Differences
6. Psychology of Learning
7. Psychology of Language
8. Psychology of Motivation
9. Career Counseling
10. Psycho educational intervention approaches for learning disabilities

d. Teaching Practice

1. Teaching Practice (includes systematic observation of the classroom and teaching of a philological module).

e. Modules from the Faculty of Philology

e1. Modules of Ancient Greek Philology

1. Introduction to Ancient Greek Literature
2. Ancient Greek Philology: Texts
3. Ancient Greek Philology: Xenophon
4. Ancient Greek Philology: Attica Rhetors
5. Ancient Greek Philology: Drama poetry
6. Ancient Greek Philology: Readings in Philosophy
7. Ancient Greek Philology: Homer's Odyssey
8. Ancient Greek Philology: Thucydides

e2. Modules of Latin Philology

1. Latin Philology: Texts
2. Latin Philology: Readings in Rhetoric-Philosophy (required elective)*

e3. Modules of Linguistics

1. Theoretical Linguistics
2. Linguistics: Language morphology - syntax

e4. Modules of Modern Greek and Byzantine Philology

1. Byzantine Philology: Historiography (required elective)*
2. Introduction to New Greek Philology
3. New Greek Philology: 19th-20th century
4. New Greek Philology (required elective)**

e5. Module of Folklore Studies

1. Folklore Studies (required elective)*

f. Modules from the Faculty of History-Archaeology

1. Ancient History
2. Byzantine and Medieval History
3. Recent and Contemporary History
4. Archeology (required elective)**
5. History of Art (required elective)**

g. Free selection

1. Option class (from any Faculty)

ATTENTION: a) Students select one out of the three modules indicated with an asterisk (Latin Philology: Readings in Rhetoric-Philosophy or Byzantine Philology Historiography or Folklore Studies).
b) Students select one out of the three modules indicated by two asterisks (New Greek Philology or Archaeology or History of Art).

C. Modules of the major

a. For students of the Philosophy major

- The remaining 10 modules out of the list of the required electives in the major of Philosophy

- 2 modules out of:
  - Social Philosophy
  - Applied Ethics
  - Philosophical Anthropology
  - Philosophy of Life

- 2 modules out of:
  - Philosophy of Language
  - Logic
  - Philosophy of Mind
  - Epistemology

- 1 module out of:
  - Philosophy of Nature
  - Greek Philosophy of the Diaspora
  - Hermeneutics
  - Philosophy of Sciences

- 1 seminar out of:
  - Readings in Political Philosophy
  - Readings in Ethics
  - Readings in Aesthetics

- 1 seminar out of:
  - Readings in Theory of Knowledge
  - Readings in Ontology-Metaphysics
  - Readings in Philosophy of History and Civilization

Pedagogy Major

- **Required (5)**

6. Introduction to Education
7. New educational Approaches to Multicultural Societies
8. Curricula: Theory and Practice
9. Teaching Theory and Methodology
10. Didactics

Note:"Didactics" refers to one of the four following modules which are on the following "required elective" list: (i) Didactics of History, (ii) Teaching Methodology of Modern Greek as a Mother Language (iii) Pedagogical Approaches and Didactical Techniques in Environmental Education (iv) Teaching methodology of Ancient Greek language. For the academic years 2012-2013, 2013-2014, and 2014-2015 module number 5 (Teaching Methodology of Modern Greek as a Mother Language) is the required module in "Didactics".

- **Required Electives (3 out of 12)**

13. Didactics of History
14. Special Education *
15. Introduction to Educational Evaluation *
16. Theory of Literature and Teaching Practice
17. Teaching Methodology of Modern Greek as a Mother Language
18. Introduction to Environmental Education
19. Sociology of Education *
20. Teaching methodology of Ancient Greek language
21. Educational Organization and Administration
22. Educational Psychology *
23. Counseling and Career Guidance - Practice
24. Digital Technologies in Education *

* Modules indicated with an asterisk cannot be selected by students of the Pedagogy Major, because students will be attending these modules in further semesters according to the program of Specialization in the Pedagogy Major.

For students of the Pedagogy Major

The 17 modules offered by the Pedagogy Department are classified as follows:

A. Nine required modules:
1. Intercultural Education
2. Special Education
3. Introduction to Educational Evaluation
4. Sociology of Education
5. Methodology in Educational Research
6. Educational Psychology
7. Design and observation of teaching and learning (practicum)
8. The design of educational work in school
9. Digital technologies in Education

B. Eight modules out of the following list of 38 elective modules. These modules are assigned according to the semester they can be available and students are obliged to select four modules of the fall semester and four modules of the spring semester.

FALL SEMESTER	SPRING SEMESTER
From Curriculum and Textbooks to Teaching and Instruction	School Evaluation
Teaching and learning of History with New Technologies	Digital Literacy for Philological Disciplines
Current Issues on Special Education	Pedagogical Approaches and Didactical Techniques in Environmental Education
Environmental Education	Creative Writing Technique
Educational Policy	School Administration
Counseling and Guidance for Students with Special Needs	Introduction to Counseling and Guidance
Transaction in the Classroom: Cognitive and Ethical Dimensions	Adult Education
Teaching of Greek Prose and Poetry	Teacher Professional and Career Development
Theory and Practice of Multicultural Education	European Dimension in Education
History of Modern Greek Education I	Theories of Learning

Sociology of Childhood and Adolescence	History of Modern Greek Education II
Educational Research Methodology: Qualitative Data Analysis	Sociology of the Family
Teaching of Modern Greek as a Mother Tongue and a Second Language	Learning Difficulties
Effects of Migration and Globalization in the State and Education	Teaching Methodology of Ancient Greek Language
Education Economics	Counseling and Guidance for Students with Special Needs
Educational Organization and Administration	Pedagogical Aspects of Language Errors
Interventions in Learning Difficulties	Applied Statistics in Educational Research
Current Environmental Issues	Comparative Education
Counselling and Guidance - Training	
Digital Technologies and Learning Process	

c. For students of the Psychology major

c1. Required modules:

1. Adjustment difficulties in school and family
2. Social Psychology: Dynamics of small groups
3. Cross-Cultural Psychology
4. Psychosocial Problems of School-Age Children and Adolescents
5. Psychology of Personality
6. School Psychology: Connecting Theory and practice
7. Psychology of Learning Disabilities
8. Psychology of Groups: Psychodynamic Approach
9. Career Assessment and Guidance
10. Psychology of Adolescence
11. Counseling Psychology
12. Statistics in Behavioural Science I

c2. Elective modules (the student must select five out of the following 20 modules):

1. Research Methods in Psychology
2. Career Assessment and guidance for individuals with special needs
3. Clinical Psychology I
4. Social interaction and personal relationships: a systemic approach
5. Family and Development
6. Psychology of Personality
7. Psychopathology
8. Current Approaches in Counseling Psychology
9. Ecological and Environmental Psychology
10. Family: Socio-psychological analysis
11. Psychology of Communication
12. School Psychological Counseling
13. Family and School Prevention and Intervention
14. Applied Cognitive Psychology
15. Individual Differences
16. Psychology of Learning
17. Psychology of Language
18. Psychology of Motivation

INDICATIVE PROGRAMMES OF STUDIES

INDICATIVE PROGRAMME OF STUDIES
PHILOSOPHY MAJOR

(applies to students admitted during the academic year 2010-2011)

SEMESTER	ECTS	SEMESTER	ECTS
A΄	**30**	**B΄**	**31**
1. Introduction to Philosophy	5	1. History of Philosophy	5
2. Introduction to Pedagogy	5	2. New educational approaches to multicultural societies	5
3. Developmental Psychology	5	3. Cognitive Psychology I	5
4. Introduction to Ancient Greek Literature	3	4. Ancient Greek Philology: Xenophon	4
5. Ancient Greek Philology: Texts	4	5. Ancient History	3
6. Introduction to New Greek Philology	4	6. Ancient Greek Philology: Attica rhetors	4
7. Latin Philology: Texts	4	7. Theoretical Linguistics	4
C΄	**30**	**D΄**	**33**
1. Ancient Greek Philosophy A: Presocratics – Socrates - Plato	5	1. Medieval Philosophy	5
2. Curricula	5	2. Theory and Methodology of Teaching	5
3. Social Psychology I	5	3. Developmental Psychopathology	5
4. Linguistics: Language Morphology Syntax	4	4. Ancient Greek Philology: Drama poetry	4
5. Elective Psychology module *	3	5. Byzantine and Medieval History	4
6. Ancient Philosophy B: Socratic Schools - Aristotle		6. Byzantine Philosophy	4
7. Ancient Philosophy C: Hellenistic and Roman era	4	7. Ethics	4
	4	8. Free Selection	2
E΄	**31**	**F΄**	**29**
1. History of Modern European Philosophy: 17th-19th centuries	5	1. Contemporary Philosophy A': Phenomenology – Existentialism – Postmodern Philosophy	4
2. Didactics**			
3. School Psychology	5	2. Contemporary Philosophy B': Logical Positivism – Analytic Philosophy - Pragmatism	4
4. Ancient Greek Literature: Readings in Philosophy	5		
5. Renaissance Philosophy	4	3. Political Philosophy	4
6. Modern European Philosophy: Traditions - Issues	4	4. Seminar: Readings in the Theory of Knowledge	
7. Theory of Knowledge – Metaphysics		OR	4
	4	Seminar: Readings in Metaphysics – Ontology	
	4	OR	
		Seminar: Readings in the History of Philosophy and Civilization	
		5-6. 2 modules out of:	
		Social Philosophy	3χ2
		Applied Ethics	
		Philosophical Anthropology	
		Philosophy of Life	
		7. Elective Pedagogy module ***	3
		8. Aesthetics	4

G΄	**28**	**H΄**	**33**
1. New and Contemporary History	4	1. Ancient Greek Philology: Thucydides	4
2. Ancient Greek Philology: Homer's Odyssey	4	2. Practicum	10
3. New Greek Philosophy	4	3. Latin Philology: Readings in Rhetoric-Philosophy	
4. 1 module out of:		or	3
Philosophy of Nature		Byzantine Philology	
Greek Philosophy of the Diaspora	3	or	
Hermeneutics		Science of Folklore	
Philosophy of Sciences			
5. Seminar: Readings in Ethics	4	4-5. 2 modules out of:	
or		Philosophy of Language	
Seminar: Readings in Political Philosophy		Logic	3χ2
or		Philosophy of Mind	
Seminar: Readings in Aesthetics		Epistemology	
6. Elective Pedagogy module ****	3	6. Elective Psychology module*	3
7. Elective Pedagogy module *****	3	7. New Greek Philology: 19th-20th century	4
8. Elective Psychology module *	3	8. New Greek Philology	
		or	3
		Archaeology module	
		or	
		History of Art	

* Students can select one of the Psychology modules, which are included in the group of the ten modules listed on pages 30-31 of the study guide.

**For academic year 2012-2013 the module: Teaching of Modern Greek as a Mother Tongue will be available.

*** The students may select one of the following Pedagogy modules:

1. Sociology of Education
2. Theory of Literature and Teaching Practice
3. Counseling and Career Guidance - Practice
4. Environmental Education

**** The students may select one of the following Pedagogy modules:

1. Digital technologies in Education
2. Special Education
3. Educational Psychology
4. Teaching methodology of Ancient Greek language

***** The students may select one of the following Pedagogy modules:

1. Introduction to Educational Evaluation
2. Teaching of Modern Greek as a Mother Tongue and a Second Language
3. Didactics of History
4. Educational Organization and Administration

INDICATIVE PROGRAMME OF STUDIES
PEDAGOGY MAJOR

(applies to students admitted during the academic year 2010-2011)

SEMESTER	ECTS	SEMESTER	ECTS
A΄	**30**	**B΄**	**31**
1. Introduction to Philosophy	5	1. History of Philosophy	5
2. Introduction to Education	5	2. New educational approaches for multicultural societies	5
3. Developmental Psychology	5	3. Cognitive Psychology I	5
4. Introduction to Ancient Greek Literature	3	4. Ancient Greek Philology: Xenophon	4
5. Ancient Greek Philology: Texts	4	5. Ancient History	4
6. Introduction to New Greek Philology	4	6. Ancient Greek Philology: Attica rhetors	4
7. Latin Philology: Texts	4	7.Theoretical Linguistics	4
C΄	**30**	**D΄**	**31**
1. Ancient Philosophy A: Presocratics – Socrates - Plato	5	1. Medieval Philosophy	5
2. Curricula	5	2. Theory and methodology of teaching	5
3. Social Psychology I	5	3. Developmental Psychopathology	5
4. Linguistics: Morphology and syntax	4	4. Ancient Greek Philology: Drama poetry	4
5. Elective Pedagogy module (Seminar) *	4	5. Introduction to educational evaluation	4
6. Elective Psychology module **	3	6. Byzantine and Medieval History	4
7. Educational Research Methodology	4	7. Educational Psychology	4
E΄	**32**	**F΄**	**31,5**
1. History of Modern European Philosophy: 17th-19th centuries	5	1. Design and observation of teaching and learning	5
2. Special Education ***	5	2. of educational work in school	4
3. School Psychology	5	3. New Technologies in Education	4
4. Ancient Greek Philology: Readings in Philosophy	4	4. Intercultural Education	4
5. Special Education	4	5. Required elective Pedagogy module ****	3,5
6. Elective Pedagogy module	3	6. Elective Philosophy module	3
7. Elective Pedagogy module	3	7. Elective Pedagogy module	3
8. Elective Pedagogy module	3	8. Elective Pedagogy module	3
		9. Free selection	2
G΄	**31**	**H΄**	**28**
1. New and Contemporary History	4	1. New and Contemporary History	4
2. Practicum	10	2. Practicum	10
3. Required elective Pedagogy module *****	3,5	3. Required elective Pedagogy module *****	3,5
4. Required elective Pedagogy module ******	3,5	4. Required elective Pedagogy module ******	3,5
5. Elective Psychology module **	3	5. Elective Psychology module **	3
6. Ancient Greek Philology: Homer's Odyssey	4	6. Ancient Greek Philology: Homer's Odyssey	4
7. New Greek Literature	3	7. New Greek Literature	3
or		or	
Archaeology module		Archaeology module	
or		or	
History of Art		History of Art	

***** Students may select one of the offered Pedagogy Seminars below:
1. Educational Policy
2. History of Education I
3. Educational Research Methodology: Qualitative Data Analysis
4. Teaching Methodology of Modern Greek as a Mother Language
5. Effects of migration and globalization in the state and education
6. Current environmental issues

7. Sociology of childhood and adolescence

** Students may select one of the Psychology modules included in the group of ten modules listed on page 30-31 of the study guide.

***For academic year 2012-2013 the module: Teaching of Modern Greek as a Mother Tongue will be available.

**** Students may select one of the following Pedagogy modules:
1. Theory of Literature and Teaching Practice
2. Environmental Education

***** Students may select one of the following Pedagogy modules:

1. Teaching methodology of Ancient Greek language

2. Career Counseling and Guidance - Training

****** Students may select one of the following Pedagogy modules:

1. Teaching of Modern Greek as a Mother Tongue
2. Didactics of History
3. Educational Organization and Administration

INDICATIVE PROGRAMME OF STUDIES
PSYCHOLOGY MAJOR

(applies to students admitted during the academic year 2010-2011)

SEMESTER	ECTS	SEMESTER	ECTS
A΄	**30**	**B΄**	**30**
Introduction to Philosophy	5	History of Philosophy	5
Introduction to Education	5	New Educational Approaches to Multicultural Societies	5
Developmental Psychology	5	Cognitive Psychology I	
Introduction to Ancient Greek Literature	3	Ancient Greek Philology: Xenophon	5
Ancient Greek Philology: Texts	4	Ancient History	4
Introduction to New Greek Philology	4	Ancient Greek Philology: Readings in Philosophy	3
Latin Philology: Texts	4	Theoretical Linguistics	4
			4
C΄	**30,5**	**D΄**	**29,5**
Ancient Philosophy A: Presocratics-Socrates-Plato	5	Medieval Philosophy	5
Curricula	5	Theory and methodology of teaching	5
Social Psychology	5	Developmental Psychopathology	5
Linguistics: Morphology and Syntax	4	Ancient Greek Philology: Thucydides	4
Elective Pedagogy module	3,5	Byzantine and Medieval History	3
Psychosocial problems of School-Age Children and Adolescents	4	Psychology of Groups – Psychodynamic Approach	4
Psychology of Personality	4	Elective Psychology module	3,5
Statistics in behavioral sciences I			
E΄	**30**	**F΄**	**30**
History of Modern European Philosophy: 17th-19th centuries	5	Adolescent Psychology	4
Special Education*	5	School Psychology: connecting theory and practice	4
School Psychology	5	Adjustment difficulties in School and Family	4
Ancient Greek Philology: Epic-Drama Poetry	4	Counseling Psychology	4
Psychology Major module	3	Cross-Cultural Psychology	4
Psychology Major module	3	Elective Pedagogy module **	3,5
Psychology Major module	3	Elective Philosophy module	3,5
Free selection	2	Psychology Major module	3
G΄	**30**	**H΄**	**32**
New and Contemporary History	3	Ancient Greek Philology: Attica Rhetors	4
New Greek Philology: 19th-20th century	4	Διδακτική Άσκηση Α΄	12
Psychology of learning disabilities	4	Psychology Concentration module	3
Career assessment and guidance	4	Free selection	2
Psychology of Groups: Psychodynamic Approach	4	Elective Psychology module	3,5
Elective Pedagogy module ***	4	Elective Psychology module	3,5
Elective Philosophy module	3	Latin Philology: Readings in Rhetorics-Philosophy	4
Elective Pedagogy module ****	3	or	
	3	Byzantine Philology	
		or	
		Folklore Studies	

* For academic year 2012-2013 the module: Teaching of Modern Greek as a Mother Tongue and a Second Language will be available.

**The students may select one of the following Pedagogy modules:
1. Sociology of Education
2. Theory of Literature and Teaching Practice
3. Career Counseling and Guidance - Training
4. Environmental Education

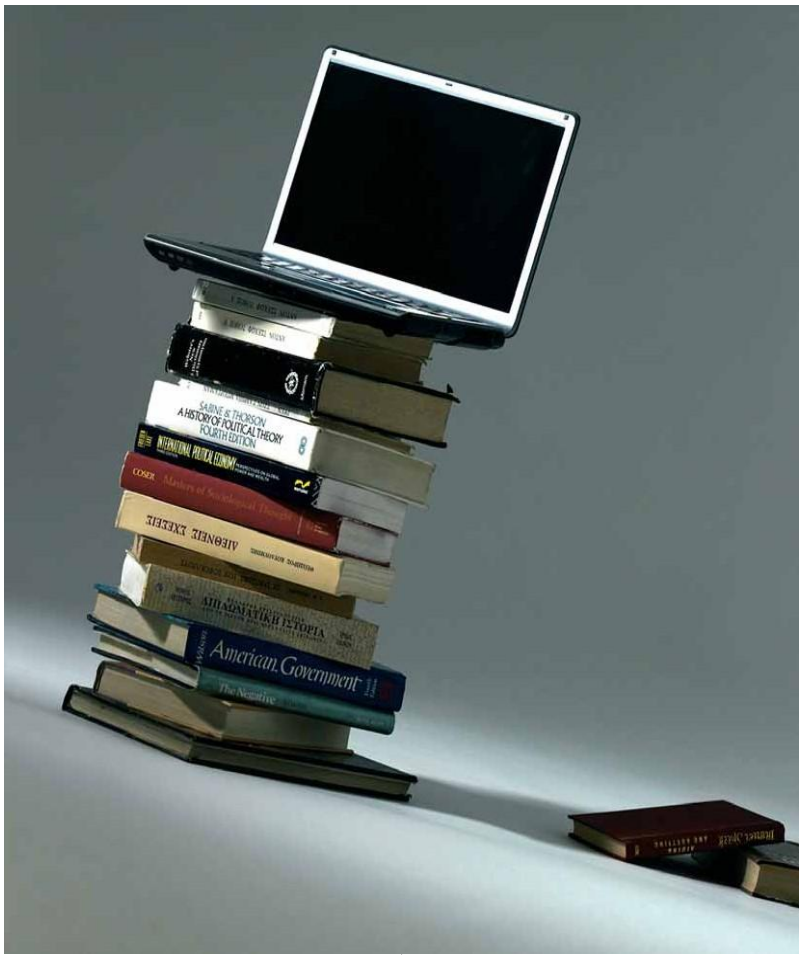
***The students may select one of the following Pedagogy modules:

1. New Technologies in Education
2. Special Education
3. Educational Psychology
4. Teaching Methodology of the Ancient Greek Language

****The students may select one of the following Pedagogy modules:

1. Introduction to Evaluation
2. Teaching of Modern Greek as a Mother Tongue and a Second Language
3. Didactics of History
4. Educational Organization and Administration

CONTENT OF MODULES



DEPARTMENT OF PHILOSOPHY

CONTENT OF MODULES

SEMESTERS A (FALL) & B (SPRING)

A. REQUIRED MODULES
(Common for all majors)

Code:	**PHI 100**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**A' (A-L)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**PHI 100**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**B' (M-Z)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Associate Professor Panagiotis Pantazakos**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**PHI 101**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**A' (A-L)**
Title:	**HISTORY OF PHILOSOPHY**						
Module Tutor:	**Assistant Professor Georgios Steiris**						
Description:	The development of philosophy through time, influential notions, timely impact of key tenets, major currents and traditions, the overall evolution of philosophy in the course of time.						

Code:	**PHI 101**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**B' (M-Z)**
Title:	**HISTORY OF PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	The development of philosophy through time, influential notions, timely impact of key tenets, major currents and traditions, the overall evolution of philosophy in the course of time.						

SEMESTER C (FALL)
A. REQUIRED MODULES

Code:	**PHI 102**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**A' (A-L)**
Title:	**ANCIENT GREEK PHILOSOPHY A: PRESOCRATICS-SOCRATES-PLATO**						
Module Tutor:	**Professor Evangelia Maraggianou-Dermousi**						
Description:	The study of nature, the question concerning the divine, the origins and the structure of the universe, the theory of knowledge, ontology, anthropology, ethics and politics in the philosophy of the Presocratics, of the Sophists, of Socrates and of Plato.						

Code:	**PHI 102**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	**B' (M-Z)**
Title:	**ANCIENT GREEK PHILOSOPHY A: PRE-SOCRATICS-SOCRATES-PLATO**						
Module Tutor:	**Assistant Professor Ioannis Kalogerakos**						
Description:	The main developments in ancient Greek philosophy from the Presocratics to Plato: 1. The historical and political background; the forerunners of philosophical cosmogony. 2. *Early Greek philosophy*. i. The scope and the sources of early Greek philosophy. Cosmology, theology, theory of knowledge, anthropology, ethics, politics. The major presocratic figures: the Ionians; Pythagoreans and Eleatics; Heraclitus; Empedocles; Anaxagoras and the atomists. ii. The sophists: The sophistic debates on *nomos* and *physis*; rhetoric and relativism; theories of religion. The major figures: Protagoras, Gorgias, Prodicus, Hippias, Antiphon. 3. *Socrates*. The Socratic problem; Socratic elenchus; Socrates on ignorance, on virtue, on self-knowledge and the 'care of the soul'. 4. *Plato*. i. Life and writings; the Platonic dialogue. ii. Metaphysics and epistemology; ethics and politics; psychology and aesthetics.							

B. REQUIRED ELECTIVE MODULES

Code:	**PHI 103**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**A' (A-L)**
Title:	**ANCIENT PHILOSOPHY B: SOCRATIC SCHOOLS-ARISTOTLE**						
Module Tutor:	**Professor Evangelia Maraggianou-Dermousi**						
Description:	Cynicism: moral integrity as a means towards eudaimonia, inner autonomy as deliverance from the pursuit of wealth and the sensual pleasures: Antisthenes, Diogenes. The Cyrenaics: sensual pleasure as a criterion for eudaimonia, detachment from social and moral convention: Aristippus, Arete, Antipater. The Megaric school on logic, argumentation and reasoning: Euclid, Diodorus, Stilpon. The School of Ilea on philosophy as purification for the soul. Phaedo, Pleistenus. Aristotle's moral and political philosophy.						

Code:	**PHI 103**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**B' (M-Z)**
Title:	**ANCIENT PHILOSOPHY B: SOCRATIC SCHOOLS-ARISTOTLE**						
Module Tutor:	**Assistant Professor Prof. Ioannis Kalogerakos**						
Description:	1. (*Minor*) *Sosratic schools* ("The lesser Socratics"). i. *The Megarians*. Logic and ethics: Ethical monism, dialectical practice. Euclid of Megara and other Megarians. ii. *The Elean-Eretrians.* On virtue, on soul. Phaedo of Elis, Menedemus of Eretria. iii. *The Cyrenaics.* Cyrenaic Hedonism: Pleasure as the highest good; the pursuit of momentary pleasures. Aristippus of Cyrene and other Cyrenaics. iv. *The Cynics*. Independence and self-control; virtue as the only good. Antisthenes of Athens, Diogenes of Sinope. 2. *Aristotle.* i. Aristotle's life and the corpus aristotelicum. Aristotle's method of research. ii. Logic, philosophy of nature, psychology, metaphysics, ethics and politics.							

Code:	PHI 104	UNITS:	3	ECTS:	4	Group:	A' (A-L)
Title:	ANCIENT PHILOSOPHY Γ: HELLENISTIC AND ROMAN ERA						
Module Tutor:	Associate Professor Panagiotis Pantazakos						
Description:	Pyrrho, Arkesilaus and other scholars denouncing the relation of truth to language. Epicure on friendship, love, autarchy, logic, ethics, nature, pleasure, fear of death. The Stoics on the art of living, on ethics, physics, logic, education as a relief of untoward inner states. Galen, Herophilus and others on medical philosophy. Geometry and astronomy from Euclid to Ptolemeus. Neo-Pythagoreans, Gnosticism, Neo-Cynicism, Neo-Aristotelians and other currents. The origins of Christian philosophy.						

Code:	PHI 104	UNITS:	3	ECTS:	4	Group:	B' (M-Z)
Title	ANCIENT PHILOSOPHY Γ: HELLENISTIC AND ROMAN ERA						
Module Tutor:	Lecturer George Politis						
Description:	Pyrrho, Arkesilaus and other scholars denouncing the relation of truth to language. Epicure on friendship, love, autarchy, logic, ethics, nature, pleasure, fear of death. The Stoics on the art of living, on ethics, physics, logic, education as a relief of untoward inner states. Galen, Herophilus and others on medical philosophy. Geometry and astronomy from Euclid to Ptolemeus. Neo-Pythagoreans, Gnosticism, Neo-Cynicism, Neo-Aristotelians and other currents. The origins of Christian philosophy.						

SEMESTER D (SPRING)
A. REQUIRED MODULE

Code:	PHI 105	UNITS:	3	ECTS:	5	Group:	A' (A-L)
Title:	MEDIEVAL PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Steiris						
Description:	Medieval philosophy and Christianity, major notions, schools and universities. Early medieval philosophy: Augustine, Boethius, Joannes Eriugena and others. Tommaso d' Aquino on logic, semantics, modalities. Metaphysics – epistemology: God, essence and existence, the relation of substance to attributes. Philosophy of nature: the image of the world, motion, the condemnations in 1277. Philosophy of the mind: sense, intellect, imagination. Ethics: free will, eudaimonia, consciousness, natural law. Politics: law, state, government. The Arabs: currents, traditions, eminent scholars.						

Code:	PHI 105	UNITS:	3	ECTS:	5	Group:	B' (M-Z)
Title	MEDIEVAL PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Steiris						
Description:	Medieval philosophy and Christianity, major notions, schools and universities. Early medieval philosophy: Augustine, Boethius, Joannes Eriugena and others. Tommaso d' Aquino on logic, semantics, modalities. Metaphysics – epistemology: God, essence and existence, the relation of substance to attributes. Philosophy of nature: the image of the world, motion, the condemnations in 1277. Philosophy of the mind: sense, intellect, imagination. Ethics: free will, eudaimonia, consciousness, natural law. Politics: law, state, government. The Arabs: currents, traditions, eminent scholars.						

B. REQUIRED ELECTIVE MODULES

Code:	PHI 106	UNITS:	3	ECTS:	4	Group:	A' (A-L)
Title:	BYZANTINE PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Arabatzis						
Description:	The evolution of Byzantine philosophy: Christian and Greek philosophy, the particularity of Byzantine philosophy and its emancipation from theology, early Christianity and the criticism towards Gnosticism. The schools of Antioch and Alexandria. Early Byzantine Fathers. The Aristotelian influence on logic, categories, reasoning, demonstrative power of doctrines. Metaphysics: apophatic and cataphatic theology, universalia. Philosophy of Nature: creation and image of the world, Aristotelian Physics. Anthropology: the relation of the soul to the body, necessity and freedom, eudaimonia Politics. Byzantium and scholasticism in the West. Byzantine scholars in the West.						

Code:	PHI 106	UNITS:	3	ECTS:	4	Group:	B' (M-Z)
Title:	BYZANTINE PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Arabatzis						
Description:	The evolution of Byzantine philosophy: Christian and Greek philosophy, the particularity of Byzantine philosophy and its emancipation from theology, early Christianity and the criticism towards Gnosticism. The schools of Antioch and Alexandria. Early Byzantine Fathers. The Aristotelian influence on logic, categories, reasoning, demonstrative power of doctrines. Metaphysics: apophatic and cataphatic theology, universalia. Philosophy of Nature: creation and image of the world, Aristotelian Physics. Anthropology: the relation of the soul to the body, necessity and freedom, eudaimonia Politics. Byzantium and scholasticism in the West. Byzantine scholars in the West.						

Code:	PHI 107	UNITS:	3	ECTS:	4	Group:	A' (A-L)
Title:	ETHICS						
Module Tutor:	Associate Professor Panagiotis Pantazakos						
Description:	Ethics in relation to philosophy, its purpose and its meaning. Major currents and traditions, and critical issues. In particular, the views of Pre-Socratic philosophers, Socrates, Plato, Aristotle, Epicure, the Stoics, the Cyrenaics, as well as modern and contemporary views such as Spinoza's, Bentham's, Mill's, Kant's, Hare's dual level utilitarianism, Singer's preference utilitarianism, Naess's ethical holism etc.						

Code:	PHI 107	UNITS:	3	ECTS:	4	Group:	B' (M-Z)
Title:	ETHICS						
Module Tutor:	Lecturer Evangelos D. Protopapadakis						
Description:	Ethics in relation to philosophy, its purpose and its meaning. Major currents and traditions, and critical issues. In particular, the views of Pre-Socratic philosophers, Socrates, Plato, Aristotle, Epicure, the Stoics, the Cyrenaics, as well as modern and contemporary views such as Spinoza's, Bentham's, Mill's, Kant's, Hare's dual level utilitarianism, Singer's preference utilitarianism, Naess's ethical holism etc.						

SEMESTER E (FALL)
A. CORE MODULES

Code:	**PHI 108**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	
Title:	**HISTORY OF MODERN EUROPEAN PHILOSOPHY: 17TH–19TH CENTURIES**						
Module Tutor:	**Professor Athanasia-Evangelia Glycofrydi-Leontsini**						
Description:	The views of Hobbes, Locke and Rousseau in relation to major historic events of their times. Hobbes and the English Civil War, Locke and the Puritan Revolution, Rousseau and the French one. Social contract theories and pre-civil state. The emergence of rationalism. Skepticism and the question of deduction by Hume. The foundations of modern philosophy and the offspring of the Enlightenment, namely Kant and Hegel. The categorical imperative and Bentham's utilitarian response. The inversion of Hegelian dialectics and Marx's historical materialism.						

Code:	**PHI 108**	**UNITS:**	**3**	**ECTS:**	**5**	**Group:**	
Title:	**HISTORY OF MODERN EUROPEAN PHILOSOPHY: 17TH–19TH CENTURIES**						
Module Tutor:	**Lecturer George Politis**						
Description:	The views of Hobbes, Locke and Rousseau in relation to major historic events of their times. Hobbes and the English Civil War, Locke and the Puritan Revolution, Rousseau and the French one. Social contract theories and pre-civil state. The emergence of rationalism. Skepticism and the question of deduction by Hume. The foundations of modern philosophy and the offspring of the Enlightenment, namely Kant and Hegel. The categorical imperative and Bentham's utilitarian response. The inversion of Hegelian dialectics and Marx's historical materialism.						

B. ELECTIVE MODULES

Code:	**PHI 109**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**A-L**
Title:	**RENAISSANCE PHILOSOPHY**						
Module Tutor:	**Assistant Professor Georgios Steiris**						
Description:	From the late Middle Ages to Renaissance. Philosophy and natural sciences during the Renaissance. Humanism. Greek scholars. Neo-Platonism. Logic: scholasticism and humanism, philosophy of language. Philosophy of nature: empiricism, world and nature, alchemy, astrology, magic. Ethics: Christian and philosophical ethics, virtue, eudemonia, summum bonum. Politics: utopia, republicanism, the relation to ethics. Psychology: organic and rational soul. Metaphysics: God, the being. Theory of Knowledge, philosophy of sciences. Iberian scholasticism during the Renaissance.						

Code:	**PHI 109**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**M-Z**
Title:	**RENAISSANCE PHILOSOPHY**						
Module Tutor:	**Assistant Professor Georgios Steiris**						
Description:	From the late Middle Ages to Renaissance. Philosophy and natural sciences during the Renaissance. Humanism. Greek scholars. Neo-Platonism. Logic: scholasticism and humanism, philosophy of language. Philosophy of nature: empiricism, world and nature, alchemy, astrology, magic. Ethics: Christian and philosophical ethics, virtue, eudemonia, summum bonum. Politics: utopia, republicanism, the relation to ethics. Psychology: organic and rational soul. Metaphysics: God, the being. Theory of Knowledge, philosophy of sciences. Iberian scholasticism during the Renaissance.						

Code:	PHI 110	UNITS:	3	ECTS:	4	Group:	A-L
Title:	MODERN EUROPEAN PHILOSOPHY: TRADITIONS – ISSUES						
Module Tutor:	Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou						
Description:	Language and thought, logic and the reality. Knowledge from the point of view of skepticism, positivism, pragmatism and the critical theory. The question concerning the subject of knowledge: idealism, realism, phenomenology, critical theory. The origins of knowledge, the method of acquiring it. The question concerning science. The question concerning the truth. Personal identity. Moral issues. Aesthetic issues and values.						

Code:	PHI 110	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	MODERN EUROPEAN PHILOSOPHY: TRADITIONS – ISSUES						
Module Tutor:	Associate Professor Elsi Mpakonikola-Yiama						
Description:	Hegel, Schelling, Nietzsche, Scheler, Jaspers. Their philosophical thought and their aesthetic views on arts and ancient Greek tragedy. Texts analysis.						

Code:	PHI 111	UNITS:	3	ECTS:	4	Group:	A-L
Title:	THEORY OF KNOWLEDGE – METAPHYSICS						
Module Tutor:	Lecturer Gerasimos Kakoliris						
Description:	The historical origin and development of metaphysics and ontology focusing on major philosophical texts. Central themes: being, essence, universalia, time and space, God and the divine, the person, soul and body, spirit and matter. These are then discussed in relation to the critique of metaphysics during the 20th century including the later debate concerning postmodernism. Here, the focus will be upon the redefinition of personal identity and wider questions of the continued viability of metaphysics. In addition, there will be discussion of the central questions concerning the Theory of Knowledge, such as the value of knowledge in relation to belief and science, deduction and its demonstrative value, securing truth from Skepticism, etc.						

Code:	PHI 111	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	THEORY OF KNOWLEDGE – METAPHYSICS						
Module Tutor:	Assistant Professor Chara Mpanakou-Karagouni						
Description:	The development of metaphysics and ontology through time. Major issues: being, essence, universalia, time and space, God and the divine, the person, soul and body, spirit and matter. Eminent thinkers. The critique to metaphysics, reidentifying personal identity and revitalizing the debate over metaphysics during the 20th century. Modern and postmodern views pro and against metaphysics. Major issues concerning the Theory of Knowledge, such as the value of knowledge in relation to belief and science, deduction and its demonstrative value, securing truth from Skepticism.						

SEMESTER F (SPRING)
A. CORE MODULES

Code:	PHI 112	UNITS:	3	ECTS:	4	Group:	A-L
Title:	CONTEMPORARY PHILOSOPHY A: PHENOMENOLOGY- EXISTENTIALISM – POSTMODERN PHILOSOPHY						
Module Tutor:	Assistant Professor Chara Mpanakou-Karagouni						
Description:	Husserl's views on phenomenology, Heidegger's and Merlau-Ponty's approaches. Kierkegaard's and Marcel's existentialism. Religious and non-religious existentialism. Sartre suggesting that existence precedes essence. Camus and Jaspers. Postmodernism: confronting the spirit of modernity, rejecting the omnipotence of reason. The abandonment of the grand narratives. Baudrillard and the futility of the pursuit for the only truth.						

Code:	PHI 112	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	CONTEMPORARY PHILOSOPHY A: PHENOMENOLOGY- EXISTENTIALISM – POSTMODERN PHILOSOPHY						
Module Tutor:	Associate Professor Elsi Mpakonikola-Yiama						
Description:	Husserl's views on phenomenology, Heidegger's and Merlau-Ponty's approaches. Kierkegaard's and Marcel's existentialism. Religious and non-religious existentialism. Sartre suggesting that existence precedes essence. Camus and Jaspers. Postmodernism: confronting the spirit of modernity, rejecting the omnipotence of reason. The abandonment of the grand narratives. Baudrillard and the futility of the pursuit for the only truth.						

Code:	PHI 113	UNITS:	3	ECTS:	4	Group:	A-L
Title:	CONTEMPORARY PHILOSOPHY B': LOGICAL POSITIVISM-ANALYTIC PHILOSOPHY-PRAGMATISM						
Module Tutor:	Lecturer George Politis						
Description:	Logical positivism, the Circle of Vienna, the early Wittgenstein. The alleged superiority of natural sciences and logical positivism's rejection of practical facets of philosophy. Carnap's and Neurath's views. Wittgenstein's conversion. Logical positivism and analytical philosophy. Frege, Russell, Moore refuting British idealism. Narrow and broader views, analytical philosophy as a method and not a system. Pragmatism: Bain of belief as a state of readiness. Pearce and Dewey on truth as usefulness.						

Code:	PHI 113	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	CONTEMPORARY PHILOSOPHY B': LOGICAL POSITIVISM-ANALYTIC PHILOSOPHY-PRAGMATISM						
Module Tutor:	Lecturer George Politis						
Description:	Logical positivism, the Circle of Vienna, the early Wittgenstein. The alleged superiority of natural sciences and logical positivism's rejection of practical facets of philosophy. Carnap's and Neurath's views. Wittgenstein's conversion. Logical positivism and analytical philosophy. Frege, Russell, Moore refuting British idealism. Narrow and broader views, analytical philosophy as a method and not a system. Pragmatism: Bain of belief as a state of readiness. Pearce and Dewey on truth as usefulness.						

Code:	PHI 114	UNITS:	3	ECTS:	4	Group:	A-L
Title:	POLITICAL PHILOSOPHY						
Module Tutor:	Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou						
Description:	Major issues concerning man as political and social being. The method and the structure of the social sciences in the context of modern European philosophy. Tracing the origins of political and social philosophy in the Renaissance. Political and social philosophy through the empiricism vs. rationalism debate. Social contract theories and the Enlightenment. The influence of idealism, critical idealism and romanticism their offspring on political and social theories. Marxist views. Eurocommunism, the Chicago school, the Greens, the criticism towards liberal oligarchy, modern views concerning democracy.						

Code:	PHI 114	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	POLITICAL PHILOSOPHY						
Module Tutor:	Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou						
Description:	Major issues concerning man as political and social being. The method and the structure of the social sciences in the context of modern European philosophy. Tracing the origins of political and social philosophy in the Renaissance. Political and social philosophy through the empiricism vs. rationalism debate. Social contract theories and the Enlightenment. The influence of idealism, critical idealism and romanticism their offspring on political and social theories. Marxist views. Eurocommunism, the Chicago school, the Greens, the criticism towards liberal oligarchy, modern views concerning democracy.						

Code:	PHI 115	UNITS:	3	ECTS:	4	Group:	A-L
Title:	AESTHETICS						
Module Tutor:	Assistant Professor Chara Mpanakou-Karagouni						
Description:	Aesthetics from antiquity to the 18th century. Its relation to the philosophy of art. The state of art. Imitation, image, representation, expression, creativity. Aesthetic values, art with relation to politics, ethics, the environment, technology. Baumgarten and Kant on aesthetics. Major issues concerning aesthetics and the philosophy of art. Aesthetic categories. The perception of the state of art and the criteria of evaluating it. Hegel and Adorno on the art in relation to reality, to truth, to imagination. The views of Lyotard, Derrida, Foucault, Habermas on modernity and postmodernism.						

Code:	PHI 115	UNITS:	3	ECTS:	4	Group:	M-Z
Title:	AESTHETICS						
Module Tutor:	Assistant Professor Chara Mpanakou-Karagouni						
Description:	Aesthetics from antiquity to the 18th century. Its relation to the philosophy of art. The state of art. Imitation, image, representation, expression, creativity. Aesthetic values, art with relation to politics, ethics, the environment, technology. Baumgarten and Kant on aesthetics. Major issues concerning aesthetics and the philosophy of art. Aesthetic categories. The perception of the state of art and the criteria of evaluating it. Hegel and Adorno on the art in relation to reality, to truth, to imagination. The views of Lyotard, Derrida, Foucault, Habermas on modernity and postmodernism.						

B. ELECTIVE MODULES

Code:	PHI 116	UNITS:	3	ECTS:	4	Group:	
Title:	SEMINAR: READINGS IN THEORY OF KNOWLEDGE						
Module Tutor:	Lecturer Gerasimos Kakoliris						
Description:	The seminar is centered upon some major texts discussing issues concerning the theory of knowledge, such as the object of knowledge, its origins and validity, the mind, reality and experience. From Plato: *Protagoras, Theaetetus*, and *Republic*. From Aristotle: *Metaphysics, Prior Analytics, Posterior Analytics*. From Descartes: *Discourse on the method, Meditations on first philosophy*. From Hume: *A treatise of human natur*e. From Locke: *Essay concerning human understanding*: (on personal identity). From Kant: *Critique of the faculty of judgment*. From Hegel: *Faith and knowledge*. From Popper: *What is dialectics*? From Habermas: *Essays on the theory of knowledge and social criticism*. Students are assessed by means of an essay based upon a seminar presentation.						

Code:	PHI 117	UNITS:	3	ECTS:	4	Group:	
Title:	SEMINAR: READINGS IN ONTOLOGY-METAPHYSICS						
Module Tutor:	Assistant Professor Ioannis Kalogerakos						
Description:	1. Introduction to metaphysics and ontology. 2. An outline of the history of ontology from the Presocratics to Plato. 3. Introduction to Plato's ontology with discussion of passages from the 'dialectic' dialogues, mainly from the *Republic*. 4. A systematic approach to Aristotle's metaphysics based on Aristotle's work *Ta meta ta physica*. Interpretation of selective passages from this work referring to basic concepts of metaphysics including being, substance, particular, universal, form, matter, cause, potentiality; discussion of Aristotle's conception of mathematics and of the 'unmoved mover'. Students are rated by means of submitting an essay that they have already presented in classroom.						

Code:	PHI 118	UNITS:	3	ECTS:	4	Group:	
Title:	SEMINAR: READINGS IN PHILOSOPHY OF HISTORY AND CIVILIZATION						
Module Tutor:	Lecturer Anna Lazou-Voutou						
Description:	**A.** Definition and import. **B.** Key issues such as the meaning and the aim of history, its course, the question concerning the knowledge of history and its subject, narration, fact and truth, necessity and causality etc. **C.** Stages of development: ancient Greek and Christian views, Vico, Voltaire, Rousseau, Kant, Herder, Hegel, Marx, Comte, Toynbee, Collingwood, positivism. How philosophy grasped of the notion of civilization during the 20th century, from the point of view of Neo-Kantians, Sprengler, Herder and Toynbee.						

Code:	PHI 119	UNITS:	3	ECTS:	3	Group:	
Title:	SOCIAL PHILOSOPHY						
Module Tutor:	Lecturer George Politis						
Description:	Social philosophy in relation to ethics and political philosophy. The limits, the method and the laws of social philosophy. Clarification and critical assessment of beliefs. Its difference to social science. Capitalism, socialism and philosophical theories. From British liberalism to Proudhon's rejection of ownership. Marx on means of production and class struggle. Communism, Bakunin's and Kropotkin's views on anarchism, the Frankfurt school, new liberalism and Nozick, Rawls's political liberalism.						

Code:	PHI 120	UNITS:	3	ECTS:	3	Group:	
Title:	APPLIED ETHICS						
Module Tutor:	Lecturer Evangelos D. Protopapadakis						
Description:	The emergence of Applied Ethics, fields and sub domains. Bioethics, Medical Ethics, Environmental Ethics, Cyber ethics, Media ethics, International relations ethics, Law ethics, Business ethics etc. Eminent figures such as Bernard Williams, Richard Hare, Peter Singer, Arne Naess, Warwick Fox, Thomas Nagel, Arne Naess and others.						

Code:	PHI 121	UNITS:	3	ECTS:	3	Group:	
Title:	PHILOSOPHICAL ANTHROPOLOGY						
Module Tutor:	Lecturer Anna Lazou-Voutou						
Description:	The nature of the human being and its manifestations in society, civilization, ethics etc. Its relation to other non human living beings. What makes a human human. Views since antiquity till the 20th century, when the field was established. Focus on Scheler's, Plessner's and Noll's views.						

Code:	PHI 122	UNITS:	3	ECTS:	3	Group:	
Title:	PHILOSOPHY OF LIFE						
Module Tutor:	Assistant Professor Georgios Arabatzis						
Description:	The course's purpose is to present philosophical approaches concerning the influence history and civilization has on the development of human beings. Humans form their environment, but are also formed by it. Dilthey and Eucken on objectification, social and moral values since antiquity.						

SEMESTER G (FALL)
A. CORE MODULES

Code:	**PHI 12**	**UNITS:**	**5**	**ECTS:**		**Group:**	
Title:	**EUROPEAN PHILOSOPHY: POLITICAL AND SOCIAL PHILOSOPHY**						
Module Tutor:	**Lecturer Eleni Lassithiotaki (5 hours)**						
Description:	Major issues concerning humans as political and social beings. The method and the structure of the social sciences in the context of modern European philosophy. Tracing the origins of political and social philosophy in the Renaissance. Political and social philosophy through the empiricism vs. rationalism debate. Social contract theories and the Enlightenment. The influence of idealism, critical idealism and romanticism on political and social theories. Marxist views. Contemporary (20th century) views.						

Code:	**PHI 123**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**A-L**
Title:	**MODERN GREEK PHILOSOPHY**						
Module Tutor:	**Lecturer Anna Lazou-Voutou**						
Description:	The periods of modern Greek philosophy. Philosophy and its relation to Theology. Greek scholars and scholasticism. Philosophy and education. Methodological problems. Influence from the classics. Ethics and Political philosophy. The notion of freedom and religious tolerance. Issues concerning political philosophy in the New Greek Enlightenment and the romantic school.						

Code:	**PHI 123**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	**M-Z**
Title:	**MODERN GREEK PHILOSOPHY**						
Module Tutor:	**Lecturer Anna Lazou-Voutou**						
Description:	The periods of modern Greek philosophy. Philosophy and its relation to Theology. Greek scholars and scholasticism. Philosophy and education. Methodological problems. Influence from the classics. Ethics and Political philosophy. The notion of freedom and religious tolerance. Issues concerning political philosophy in the New Greek Enlightenment and the romantic school.						

Code:	**PHI 124**	**UNITS:**	**3**	**ECTS:**	**3**	**Group:**	
Title:	**PHILOSOPHY OF NATURE**						
Module Tutor:	**Assistant Professor Ioannis Kalogerakos**						
Description:	**A.** Its meaning and its evolution. Philosophy of nature as a field dealing a) with the natural world, b) with natural sciences. **B.** Major issues such as time, space, mater, causality etc **C.** Evolutionary stages from antiquity and the Middle Ages to modern views.						

Code:	**PHI 125**	**UNITS:**	**3**	**ECTS:**	**3**	**Group:**	
Title:	**GREEK PHILOSOPHY OF THE DIASPORA**						
Module Tutor:	**Assistant Professor Georgios Steiris**						
Description:	Greek philosophers of the diaspora. Re-approaching and critically interpretation of Plato and Aristotle. Greek Christian philosophy. Philosophy and its relation to education during the 17th and 18th century. Ethics and education, natural sciences and education, occidental experimental philosophy, modernism in Greek education. Humanities: West meets East. Modernism and postmodernism.						

Code:	**PHI 126**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	
Title:	**HERMENEUTICS**						
Module Tutor:	**Lecturer George Politis**						
Description:	Dilthey and Gadamer on hermeneutics. Rejection of the notion of interpretation, introduction of the notion of understanding. Dualism and differentiation between natural sciences and humanities. Facts through agents' views. Later Wittgenstein and hermeneutics. Contemporary hermeneutics and natural sciences.						

Code:	PHI 127	UNITS:	3	ECTS:	3	Group:	
Title:	PHILOSOPHY OF SCIENCES						
Module Tutor:	Lecturer Gerasimos Kakoliris						
Description:	Key issues concerning the theoretical substructure of the sciences. Bacon, scientific method and induction. Hume's rejection of induction and its justification by positivism. Popper and deductive falsification. The alternative approaches of Bachelard, Foucault, Kuhn and Feyerabend. Interpretation according to teleology and causation. The uncertainty principle and the rejection of determinism.						

Code:	PHI 135	UNITS:	3	ECTS:	3	Group:	
Title:	ASIAN PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Steiris						
Description:	Asian philosophy in comparison to Western thought. Classical Chinese philosophy: confucianism, taoism, legalism, naturalists, mohism, logicians, agriculturalists, neoconfucianism. Hindu philosophy: ancient texts (Upanishada, Sutra, Ramayana, Mahabharata, Puranas, Tantra). The six orthodox schools and the non - orthodox. The interaction of Hindu and contemporary European philosophy.						

Code:	PHI 136	UNITS:	3	ECTS:	3	Group:	
Title:	PHILOSOPHY OF EDUCATION						
Module Tutor:	Associate Professor Panagiotis Pantazakos						
Description:	The philosophical aspects of education: the promotion of rationality and morality. Major philosophical approaches to humanitarian, moral, naturalistic, religious, aesthetic education. Key issues in the philosophy of education: the juxtaposition of mind and body, personhood and citizenship, the essence of the human being, rationality and the irrational, the intrinsic value of the human being, values in human life, the acquisition of moral virtues, nature and civilization, knowledge and religious belief, the notion of beauty, artistic expression as counterbalance to materialism.						

Code:	PHI 137	UNITS:	3	ECTS:	3	Group:	
Title:	PHILOSOPHY OF RELIGION						
Module Tutor:	Assistant Professor Georgios Arabatzis						
Description:	Philosophy of religion is the branch of philosophy that deals with the religous phenomena and suggests different models of interpretation, reduction or comprehension. Such models that were proposed during the philosophical tradition in the past were theology as first philosophy, theology as the science of ideal forms, religion as origin, religion as a sum of Principles, the phenomenological empathy with the believer's perspective, religion as the purely symbolic part of consciousness, the structural and post-structural approaches, etc. The two directions that may appear as dominant are the reductive theories of the religious phenomena and the phenomenological theories of attuning to the religious experience.						

Code:	PHI 128	UNITS:	3	ECTS:	4	Group:	
Title:	SEMINAR: READINGS IN ETHICS						
Module Tutor:	Associate Professor Panagiotis Pantazakos						
Description:	Selected key texts from the Aristotle, the Stoics, Kant, Bentham, Singer, Naess and others. Students are rated by means of submitting an essay that they have already presented in classroom.						

Code:	**PHI 129**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	
Title:	**SEMINAR: READINGS IN POLITICAL PHILOSOPHY**						
Module Tutor:	**Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou**						
Description:	Key texts from all major traditions related to ethics and political philosophy, starting with ancient Greek thinkers up to modern ones. Special emphasis is given to the way ethics is related to politics according to Plato, Aristotle and he Stoics, the influence of Christianity in the articulation of ethics and politics during the Middle Ages, Renaissance's renovating views, social contract theories, empiricism versus idealism, the Enlightenment and its influence on political and ethical philosophy, idealism, critical idealism and romanticism. Students are rated by means of submitting an essay that they have already presented in classroom.						

Code:	**PHI 130**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	
Title:	**SEMINAR: READINGS IN AESTHETICS**						
Module Tutor:	**Assistant Professor Chara Mpanakou-Karagouni**						
Description:	A brief outline of the views of Plato, Aristotle, Kant, Hume, Hegel, Nietzsche. Timely issues in aesthetics, such as the definition of beauty, gut, representation, art, aesthetical attributes and judgments. Contemporary thinkers such as Dewey and Beardsley. Students are rated by means of submitting an essay that they have already presented in classroom.						

Code:	**PHI 138**	**UNITS:**	**3**	**ECTS:**	**4**	**Group:**	
Title:	**SEMINAR: ETHICS AND TECHNOLOGY**						
Module Tutor:	**Lecturer Evangelos D. Protopapadakis**						
Description:	Selected papers on medical ethics, abortion, euthanasia, genetics, surrogate motherhood, gene modification, bioethics and cyber-ethics by modern and contemporary philosophers and scholars such as Peter Singer, Judith Jarvis Thomson, Tom Beauchamp, Martin Heidegger, Ronald Dworkin, Ludwig Edelstein and others. Students are assessed by means of an essay based upon a seminar presentation.						

SEMESTER H (SPRING)
A. CORE MODULES

Code:	**PHI 21**	**UNITS:**	**5**	**ECTS:**		**Group:**	
Title:	**PHILOSOPHY OF HISTORY AND CIVILIZATION**						
Module Tutor:	**Lecturer Eleni Lassithiotaki (5 hours)**						
Description:	**A.** Definition and import. **B.** Key issues such as the meaning and the aim of history, its course, the question concerning the knowledge of history and its subject, narration, fact and truth, necessity and causality etc. **C.** Stages of development: ancient Greek and Christian views, Vico, Voltaire, Rousseau, Kant, Herder, Hegel, Marx, Comte, Toynbee, Collingwood, positivism. How philosophy grasped of the notion of civilization during the 20th century, from the point of view of Neo-Kantians, Sprengler, Herder and Toynbee.						

B. ELECTIVE MODULES

Code:	**PHI 14**	**UNITS:**	**5**	**ECTS:**		**Group:**	
Title:	**READINGS IN POLITICAL AND SOCIAL PHILOSOPHY**						
Module Tutor:	**Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou (5 hours)**						
Description:	Key texts from all major traditions related to ethics and political philosophy, starting with ancient Greek thinkers up to modern ones. Special emphasis is given to the way ethics is related to politics according to Plato, Aristotle and he Stoics, the influence of Christianity in the articulation of ethics and politics during the Middle Ages, Renaissance's renovating views, social contract theories, empiricism versus idealism, the Enlightenment and its influence on political and ethical philosophy, idealism, critical idealism and romanticism.						

Code:	**PHI 43**	**UNITS:**	**5**	**ECTS:**		**Group:**	
Title:	**CONTEMPORARY TENDENCIES IN PHILOSOPHY**						
Module Tutor:	**Associate Prof. Elsi Mpakonikola-Yiama (3 hours)** **Assistant Professor Chara Mpanakou-Karagouni (2 hours)**						
Description:	The development of critical theory and its transformations. Key features in relation to Marxist currents and against positivistic views and the hermeneutics of the 20th century. The relation of knowledge to interest and the pursuit of anti-authoritative address. The influence of critical theory on education. The import of postmodernism and its origins in Nietzsche's thought. Gadamer on hermeneutics. The interpretative approach versus modernity's causality, philosophical hermeneutics, phenomenology, consciousness historically oriented, the nature of understanding. E. M. Cioran's thought.						

Code:	**PHI 44**	**UNITS:**	**5**	**ECTS:**		**Group:**	
Title:	**PHILOSOPHY OF LANGUAGE**						
Module Tutor:	**Lecturer Gerasimos Kakoliris (5 hours)**						
Description:	Key issues in the philosophy of language. The definition of linguistic meaning, reference, metaphor, usage, linguistic learning and creativity. Linguistic understanding in relation to philosophical issues such as truth, thought and experience. Language and reality. Communication, interpretation and translation. The philosophy of language in relation to the philosophy of mind and of action.						

Code:	**PHI 131**	**UNITS:**	**3**	**ECTS:**	**3**	**Group:**	
Title:	**PHILOSOPHY OF LANGUAGE**						
Module Tutor:	**Lecturer Gerasimos Kakoliris**						
Description:	Key issues in the philosophy of language. The definition of linguistic meaning, reference, metaphor, usage, linguistic learning and creativity. Linguistic understanding in relation to philosophical issues such as truth, thought and experience. Language and reality. Communication, interpretation and translation. The philosophy of language in relation to the philosophy of mind and of action.						

Code:	**PHI 132**	**UNITS:**	**3**	**ECTS:**	**3**	**Group:**	
Title:	**LOGIC**						
Module Tutor:	**Lecturer George Politis**						
Description:	Major issues concerning traditional logic, methodology, symbolic logic, modal logic, multi valued logic, transcendental logic. Epistemology as a theory of knowledge, as well as a theory of sciences. Kuhn, Bachelard. Stages in the development of logic.						

Code:	**PHI 133**	**UNITS:**	**3**	**ECTS:**	**3**	**Group:**	
Title:	**PHILOSOPHY OF MIND**						
Module Tutor:	**Lecturer Anna Lazou-Voutou**						
Description:	What are mental facts/ events? Under which domain do human actions fall? Which is the nature of dreams? How is the soul related to the body? Linguistic analysis, the theory of meaning, and language games. Private language argument. Consciousness and intentionality.						

Code:	PHI 134	UNITS:	3	ECTS:	3	Group:	
Title:	EPISTEMOLOGY						
Module Tutor:	Lecturer Gerasimos Kakoliris						
Description:	The possibility of knowledge, its origins, its subject, its validity, truth, memory and perception, experience and reality, notions and categories. Skepticism, rationalism, empiricism, realism, idealism, phenomenology. Epistemology as a theory of sciences. Truth, knowledge, ethics and science.						

PSYCHOLOGY PROGRAMME
SEMESTER A (FALL)

Code:	PHI 101	UNITS:	3	ECTS:	5	Group:	
Title:	INTRODUCTION TO PHILOSOPHY						
Module Tutor:	Professor Athanasia-Evangelia Glycofrydi-Leontsini						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

SEMESTER B (SPRING)

Code:	PHI 102	UNITS:	3	ECTS:	5	Group:	
Title:	HISTORY OF PHILOSOPHY						
Module Tutor:	Professor Theodosios Pelegrinis						
Description:	The development of philosophy through time, influential notions, timely impact of key tenets, major currents and traditions, the overall evolution of philosophy in the course of time.						

SEMESTER C (FALL)

Code:	PHI 103	UNITS:	3	ECTS:	5	Group:	
Title:	ANCIENT GREEK PHILOSOPHY A: PRESOCRATICS-SOCRATES-PLATO						
Module Tutor:	Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou						
Description:	The study of nature, the question concerning the divine, the origins and the structure of the universe, the theory of knowledge, ontology, anthropology, ethics and politics in the philosophy of the Presocratics, of the Sophists, of Socrates and of Plato.						

COURSES AVAILABLE TO OTHER DEPARTMENTS
DEPARTMENT OF PHILOLOGY

SEMESTER D (SPRING)
C. ELECTIVE MODULES

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**A' (A-L)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**B' (M-Z)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Associate Professor Panagiotis Pantazakos**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**A' (A-L)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**B' (M-Z)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Associate Professor Panagiotis Pantazakos**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**A' (A-L)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

Code:	**CPHI 84**	**UNITS:**	**3**	**ECTS:**		**Group:**	**B' (M-Z)**
Title:	**INTRODUCTION TO PHILOSOPHY**						
Module Tutor:	**Associate Professor Panagiotis Pantazakos**						
Description:	Introduction to key issues such as the import of philosophy, its relation to art, sciences, theology, major fields (ontology, ethics, aesthetics etc), major philosophical traditions since antiquity. The course intends to introduce students to philosophical meditation and to outline approaches to perennial questions such as the relation of matter to spirit, concerning God and its alleged properties, the possibility of knowledge, free will and agency etc.						

SEMESTER F (SPRING)
A. REQUIRED MODULES

Code:	**CPHI 86**	**UNITS:**	**3**	**ECTS:**		**Group:**	**A' (A-L)**
Title:	**HISTORY OF PHILOSOPHY: ANCIENT GREEK PHILOSOPHY**						
Module Tutor:	**Professor Evangelia Maraggianou-Dermousi**						
Description:	Critical examination of the notion and the meaning of the term "History of Western Philosophy", as it evolved through time. Pre-Socratic philosophy (Thales, Anaximander, Anaximenes, Heraclitus a.o.), the attic period (Socrates, the Sophists, Plato, Aristotle a.o.), post Aristotelian philosophy (Epicure, the Stoics, the Sceptics), Neo-Platonism (Plotinus, Proclus, Damascius a.o.).						

Code:	**CPHI 86**	**UNITS:**	**3**	**ECTS:**		**Group:**	**B' (M-Z)**
Title:	**HISTORY OF PHILOSOPHY: ANCIENT GREEK PHILOSOPHY**						
Module Tutor:	**Assistant Professor Ioannis Kalogerakos**						
Description:	An outline of the ancient Greek philosophy, which extends from the sixth century BC to the sixth century AD. It includes the Presocratics and Sophists of the sixth and fifth centuries BC; Socrates, Plato and Aristotle; the Stoics, Epicureans and sceptics of the Hellenistic age; Plotinus and the Neoplatonists. Discussion of the main features of ancient Greek philosophy, of schools and movements, of the works of the philosophers, and of the sources of ancient Greek philosophy.						

Code:	**MPHI 86**	**UNITS:**	**3**	**ECTS:**		**Group:**	**A' (A-L)**
Title:	**HISTORY OF PHILOSOPHY: MEDIEVAL TO COTEMPORARY PHILOSOPHY**						
Module Tutor:	**Professor Athanasia-Evangelia Glycofrydi-Leontsini**						
Description:	Medieval philosophy: Greek and Christian philosophy of the Eastern Europe from 330 till 1453, and scholasticism in the West. Renaissance philosophy (Ficino, Machiavelli, Campanella, More, Bacon). Modern philosophy (Descartes, Spinoza, Leibniz, Locke, Hume, Kant, Hegel, Schopenhauer, Nietzsche a.o.). Contemporary philosophy (existentialism, analytic philosophy, phenomenology, the Vienna circle, pragmatism a.o.). The purpose of the course is to investigate questions concerning the limits and the objectivity of historical knowledge, the independence of currents and traditions, the differences to Eastern philosophy, and the import of the term global history of the spirit.						

Code:	**MPHI 86**	**UNITS:**	**3**	**ECTS:**		**Group:**	**B' (M-Z)**
Title:	**HISTORY OF PHILOSOPHY: MEDIEVAL TO CONTEMPORARY PHILOSOPHY**						
Module Tutor:	**Assistant Professor Georgios Steiris**						
Description:	Medieval philosophy: Greek and Christian philosophy of the Eastern Europe from 330 till 1453, and scholasticism in the West. Renaissance philosophy (Ficino, Machiavelli, Campanella, More, Bacon). Modern philosophy (Descartes, Spinoza, Leibniz, Locke, Hume, Kant, Hegel, Schopenhauer, Nietzsche a.o.). Contemporary philosophy (existentialism, analytic philosophy, phenomenology, the Vienna circle, pragmatism a.o.). The purpose of the course is to investigate questions concerning the limits and the objectivity of historical knowledge, the independence of currents and traditions, the differences to Eastern philosophy, and the import of the term global history of the spirit.						

DEPARTMENT OF ENGLISH LITERATURE

SEMESTER A (FALL)

Code:	**PHI 20**	**UNITS:**	**3**	**ECTS:**		**Group:**	
Title:	**INTRODUCTION TO ANCIENT GREEK PHILOSOPHY**						
Module Tutor:	**Professor Theodosios Pelegrinis**						
Description:	**a.** Its meaning, significance and key issues. **b.** Its development through time. 1. Pre-Socratics and early sophistry, 2. Socrates, Plato, the early Academics, Aristotle, minor Socratic schools 3. Hellenistic philosophy, late antiquity (Neo-Platonism, especially Plotinus).						

SEMESTER C (FALL)

Code:	**PHI 16**	**UNITS:**	**3**	**ECTS:**		**Group:**	
Title:	**HISTORY OF MODERN EUROPEAN PHILOSOPHY**						
Module Tutor:	**Lecturer Evangelos D. Protopapadakis**						
Description:	The origins of modern European philosophy. Bacon's new scientific method. Hobbes and the Cambridge Platonists. Empiricism. Rationalism. German idealism and its offspring. Continental and Scottish Enlightenment. Utilitarianism. Logical positivism and its influence on British philosophers such as Ayer, Nagel, Quine. Analytics. Pragmatism.						

DEPARTMENT OF FRENCH LITERATURE

Code:	**807**	**UNITS:**	**2**	**ECTS:**		**Group:**	
Title:	**INTRODUCTION TO EUROPEAN PHILOSOPHY**						
Module Tutor:	**Lecturer Eleni Lassithiotaki**						
Description:	The emergence of modern European philosophy. Montaigne's skepticism. Empiricism. Rationalism (Descartes, Malebranche, Spinoza, Leibniz). The French Enlightenment (Voltaire, Rousseau, Montesquieu, Diderot, Condorcet κ.ά.). German idealism and its offspring. Structuralism (Saussure, Levi – Strauss, Barthes, Lacan). Phenomenology (Levinas, Merleau – Ponty, Marcel). Existentialism (Sartre, Camus, Beauvoir). Postmodernism and post-structuralism (Lyotard, Foucault, Derrida, Baudrillard, Deleuze).						

DEPARTMENT OF GERMAN LITERATURE

Code:	PHI 16	UNITS:	2	ECTS:		Group:	
Title:	HISTORY OF MODERN EUROPEAN PHILOSOPHY						
Module Tutor:	Lecturer Anna Lazou-Voutou						
Description:	Representative currents of modern continental philosophy. Kant's theory of knowledge, Hegel's phenomenology and philosophy of history, German idealism and trends in contemporary continental philosophy, such as Marxism, existentialism and phenomenology.						

Code:	PHI 78	UNITS:	2	ECTS:		Group:	
Title:	MODERN AND CONTEMPORARY AESTHETICS						
Module Tutor:	Lecturer Anna Lazou-Voutou						
Description:	Aesthetics from antiquity to the 18th century. Its relation to the philosophy of art. The state of art. Imitation, image, representation, expression, creativity. Aesthetic values, art with relation to politics, ethics, the environment, technology. Baumgarten and Kant on aesthetics. Major issues concerning aesthetics and the philosophy of art. Aesthetic categories. The perception of the state of art and the criteria of evaluating it. Hegel and Adorno on the art in relation to reality, to truth, to imagination. The views of Lyotard, Derrida, Foucault, Habermas on modernity and postmodernism.						

Code:	PHI 20	UNITS:	2	ECTS:		Group:	
Title:	INTRODUCTION TO ANCIENT GREEK PHILOSOPHY						
Module Tutor:	Assistant Professor Ioannis Kalogerakos						
Description:	An introduction to the ancient Greek philosophy, which extends from the sixth century BC to the sixth century AD. The main features of ancient Greek philosophy; schools and movements; the works of the philosophers; the sources of ancient Greek philosophy. The development of ancient Greek philosophy: the Presocratics and Sophists of the sixth and fifth centuries BC; Socrates, Plato and Aristotle; the Stoics, Epicureans and sceptics of the Hellenistic age; Plotinus and the Neoplatonists.						

Code:	PHI 12	UNITS:	2	ECTS:		Group:	
Title:	POLITICAL PHILOSOPHY						
Module Tutor:	Lecturer Gerasimos Kakoliris						
Description:	The purpose of the course is to critically examine political theory, through its emergence and development in the Sophists, Plato, Aristotle, the Stoics, and then its further elaboration by thinkers of the Middle Ages and the Renaissance such as Augustine, Machiavelli, More, Campanella, Bacon. Then, the later tradition of 'modern' political philosophy will be considered commencing with Hobbes, Locke and Rousseau; and its later transformation by Kant, Hegel and Marx. Finally, the presence of political philosophy in contemporary Anglo-American philosophy will be discussed.						

DEPARTMENT OF ITALIAN LITERATURE

Code:	PHI 16	UNITS:	3	ECTS:		Group:	
Title:	HISTORY OF MODERN EUROPEAN PHILOSOPHY						
Module Tutor:	Assistant Professor Georgios Arabatzis						
Description:	Representative currents of modern continental philosophy. Kant's theory of knowledge, Hegel's phenomenology and philosophy of history, German idealism and trends in contemporary continental philosophy, such as existentialism and phenomenology.						

Code:	PHI 78	UNITS:	3	ECTS:		Group:	
Title:	MODERN AND CONTEMPORARY AESTHETICS						
Module Tutor:	Associate Professor Elsi Mpakonikola-Yiama						
Description:	Aesthetics from antiquity to the 18th century. Its relation to the philosophy of art. The state of art. Imitation, image, representation, expression, creativity. Aesthetic values, art with relation to politics, ethics, the environment, technology. Baumgarten and Kant on aesthetics. Major issues concerning aesthetics and the philosophy of art. Aesthetic categories. The perception of the state of art and the criteria of evaluating it. Hegel and Adorno on the art in relation to reality, to truth, to imagination. The views of Lyotard, Derrida, Foucault, Habermas on modernity and postmodernism. Aesthetic education.						

Code:	PHI 20	UNITS:	3	ECTS:		Group:	
Title:	INTRODUCTION TO ANCIENT GREEK PHILOSOPHY						
Module Tutor:	Professor Evangelia Maraggianou-Dermousi						
Description:	**a.** Its meaning, significance and key issues. **b.** Its development through time. 1. Pre-Socratics and early sophistry, 2. Socrates, Plato, the early Academics, Aristotle, minor Socratic schools 3. Hellenistic philosophy, late antiquity (Neo-Platonism, especially Plotinus).						

Code:	PHI 12	UNITS:	3	ECTS:		Group:	
Title:	POLITICAL PHILOSOPHY						
Module Tutor:	Assistant Professor Vana (Evgenia) Nicolaidou-Kyrianidou						
Description:	The purpose of the course is to critically approach key issues of political theory as have been perceived by the Sophists, Plato, Aristotle, the Stoics, and further on by thinkers of the Middle Ages and the Renaissance such as Augustine, Machiavelli, More, Campanella, Bacon, until the demise of political philosophy and its subsequent revival in the works of Hobbes, Rousseau, Locke, Hegel, Kant, Marx, analytic philosophy, utilitarianism, Rawls and others.						

DEPARTMENT OF SPANISH LITERATURE

Code:	PHI 16	UNITS:	3	ECTS:		Group:	
Title:	HISTORY OF MODERN EUROPEAN PHILOSOPHY						
Module Tutor:	Lecturer Anna Lazou-Voutou						
Description:	Representative currents of modern continental philosophy. Kant's theory of knowledge, Hegel's phenomenology and philosophy of history, German idealism and trends in contemporary continental philosophy, such as Marxism, existentialism and phenomenology.						

Code:	PHI 78	UNITS:	3	ECTS:		Group:	
Title:	MODERN AND CONTEMPORARY AESTHETICS						
Module Tutor:	Assistant Professor Chara Mpanakou-Karagouni						
Description:	Aesthetics from antiquity to the 18th century. Its relation to the philosophy of art. The state of art. Imitation, image, representation, expression, creativity. Aesthetic values, art with relation to politics, ethics, the environment, technology. Baumgarten and Kant on aesthetics. Major issues concerning aesthetics and the philosophy of art. Aesthetic categories. The perception of the state of art and the criteria of evaluating it. Hegel and Adorno on the art in relation to reality, to truth, to imagination. The views of Lyotard, Derrida, Foucault, Habermas on modernity and postmodernism.						

Code:	PHI 20	UNITS:	3	ECTS:		Group:	
Title:	INTRODUCTION TO ANCIENT GREEK PHILOSOPHY						
Module Tutor:	Professor Evangelia Maraggianou-Dermousi						
Description:	**a.** Its meaning, significance and key issues. **b.** Its development through time. 1. Pre-Socratics and early sophistry, 2. Socrates, Plato, the early Academics, Aristotle, minor Socratic schools 3. Hellenistic philosophy, late antiquity (Neo-Platonism, especially Plotinus).						

Code:	PHI 12	UNITS:	3	ECTS:		Group:	
Title:	POLITICAL PHILOSOPHY						
Module Tutor:	Lecturer Eleni Lassithiotaki						
Description:	The purpose of the course is to critically approach key issues of political theory as have been perceived by the Sophists, Plato, Aristotle, the Stoics, and further on by thinkers of the Middle Ages and the Renaissance such as Augustine, Machiavelli, More, Campanella, Bacon, until the demise of political philosophy and its subsequent revival in the works of Hobbes, Rousseau, Locke, Hegel, Kant, Marx, analytic philosophy, utilitarianism, Rawls and others.						

DEPARTMENT OF PEDAGOGY
CONTENT OF MODULES

Photographs from the Museum of History of Education of the Pedagogy Department

A. REQUIRED MODULES

SEMESTER A

Code:	62PD01	ECTS:	5	Type:	Required	Semester:	Fall
Title:	INTRODUCTION TO EDUCATION						
Module Tutor:	Professor Michael Kassotakis						
Description:	**Objective of the course** Concepts and content of Education. The scope,means and factors of Education. Pedagogy as a field of Science and the Educational Sciences (field, branches, dimensions). The historical development of the Educational Sciences. Pedagogical trends and educational movements: 18th–19th century, the New Education movement (20th century), the postwar period (1950 +). Education at late/post modernity societies. The modern challenges (globalization, European integration, multiculturalism, information society, risk societies, etc.) and their impact on education. Education in the knowledge society (life long learning, the new framework of the competencies and the role of the teacher).						

SEMESTER B

Code:	62PD2	ECTS:	5	Type:	Required	Semester:	Spring
Title:	EDUCATIONAL APPROACHES TO MULTICULTURAL SOCIETIES						
Module Tutor:	Professor George Markou						
Description:	The multicultural character of Greek society, and also the societies in other European countries, dictates new interpretation-methodological approaches for studying them. In this subject, the phenomenon of cultural diversity in Greece, Europe and overseas countries (USA, Canada, Australia) is presented together with various approaches adopted in educational policy.						

SEMESTER C

Code:	62PD155	ECTS:	5	Type:	Required	Semester:	Fall
Title:	CURRICULA: THEORY AND PRACTICE						
Module Tutor:	Professor Georgios Flouris						
Description:	The course seeks at developing knowledge, skills and attitudes to students as to the approaches of curricula on the macro and micro levels. More specifically, students will be introduced to the issues of “knowledge systems” and “regimes of truth” which are connected with critical questions concerning power knowledge relations, curriculum reform, the “most worth knowledge”, the politics of school knowledge, the philosophical-ideological conceptions of curricula and the implications that are posed at all school levels, including the roles of teachers in the “knowledge society”. Concurrently, students will be inculcated in the curriculum design processes at the classroom level as well as in the reflective practices that are required for the implementation and adjustment of curriculum to students’ needs. To the above end, students will become familiar with the crucial issues on decision making processes, regarding curriculum theory, design and development, the origin and types of school knowledge diachronically, the selection and diffusion of “most worth knowledge”, while concomitantly students will develop skills on the following tasks: curriculum implementation and enactment plans to cater to students’ needs, the different criteria and procedures for organizing subject content, the variety of design models for curriculum development and for reframing of the scientific, school and experiential knowledge. Emphasis will be given in the analysis of the diachronic weaknesses and problems of curriculum reform in Greece, in the relationship of school curricula, teaching practices and school textbooks, in the “hidden curriculum” and its effects on school culture and classroom ‘ecology’. Finally, students will develop skills in curriculum evaluation, especially approaches, models and phases, and they will familiarize themselves with the prospects, directions, tendencies and skills of “most worth knowledge” for curricula in the near future, probing for the potential roles of students, teachers and educational systems.						

Code:	62PD48	ECTS:	4	Type:	Required	Semester:	Fall
Title:	METHODOLOGY IN EDUCATIONAL RESEARCH						
Module Tutor:	Professor Christina Nova-Kaltsouni						
Description:	The course is designed as an introduction to key principles and procedures involved in educational research. The purpose of the course is to help students to develop their knowledge of research methods, introductory statistics and data analysis. The course point out the following issues: - Principles and kinds of educational research. - Methods and techniques in qualitative and quantitative data collections. - Dilemmas and decision involved in research (research topic, sampling, ethics). - Analysis of data and presentation of research findings. Course Objectives: 1. Be aware of the principles of research design. 2. Become experience of a variety of quantitative and qualitative data collection methods and techniques (questioner, interview, observation, case studies etc.) 3. Design a small scale research project 4. Analyse collected data and present research findings.						

SEMESTER D

Code:	62PD129	ECTS:	5	Type:	Required	Semester:	Spring
Title:	TEACHING THEORY AND METHODOLOGY						
Module Tutor:	Professor Georgios Flouris						
Description:	The course features the study and application of methodological issues for prospective teachers at the secondary level. It is designed to provide students with knowledge, skills and attitudes regarding the main factors and significant theories of instruction, to introduce them to the systematic lesson planning, to the relationship between the teaching and learning processes as well as to the reflective practices of instructional tasks. To this end, students will become acquainted with the main processes of instructional decision making and develop competencies in methodological issues, including the criteria and procedures for the: implementation and adaption of curriculum to students' needs, application of teaching-learning taxonomies, selection of teaching principles, methods, models, strategies and innovative instructional media, differentiation and creativity of teaching modes and practices, familiarity with the processes of instructional design as well as other methodological issues. The above procedures are expected to contribute to teaching and teacher effectiveness and are necessary for prospective teachers to be inculcated to the "art" and "science" of teaching in order to be able to cope with the future challenges of the teaching tasks and instructional leadership.						

Code:	62PD112	ECTS:	4	Type:	Required	Semester:	Spring
Title:	INTRODUCTION TO EDUCATIONAL EVALUATION						
Module Tutor:	Professor Michael Kassotakis						
Description:	This lesson familiarises students with the principles of educational evaluation and its applications in the classroom and schooling. Evaluation strategies, together with the designing of everyday teaching, is perhaps the most important component of the educational and pedagogical work of teachers. There is no educational activity, either traditional or innovative, that can't be directly or indirectly assessed either with qualitative or quantitative methods. Evaluation is a critical component in the daily teaching and also the appraisal of teachers, the improvement of schools and the large scale educational interventions and policies. Central topics in educational evaluation are objective testing methods, authentic assessment, the notions of validity and reliability, the international studies of student assessment, and the constructivist evaluation. Students are taught the practical issues of educational evaluation and its main theoretical models. Key-publications from the field are discussed. Students are assessed by traditional examination papers and by written course work.						

Code:	62PD109	ECTS:	4	Type:	Required	Semester:	Spring
Title:	EDUCATIONAL PSYCHOLOGY						
Module Tutor:	Lecturer Faye Antoniou						
Description:	This course examines the methods and the theories of educational psychology, namely the cognitive, verbal, sociocognitive and moral development of children. In this context some important behavioral and sociocognitive psychological theories are discussed. Special issues are individual differences, memory, the processes of understanding, metacognition, and motivation. An equally important part of the course is to examine the dynamics and management of the classroom with a view to leaning and behavioural difficulties. The course, apart from familiarising students with a wide range of theories and research findings in the processes of learning, also aims at helping students to apply the principles of educational psychology in real classroom situations.						

SEMESTER E

Code:	62PD205	ECTS:	5	Type:	Required	Semester:	Spring
Title:	TEACHING METHODOLOGY OF MODERN GREEK AS A MOTHER LANGUAGE						
Module Tutor:	Professor George J. Spanos						
Description:	This course aims at sensitising the students to issues-problems concerning the teaching of Modern Greek as a Mother Language in Secondary Education. To relate, in parallel, the multidisciplinary approach to language teaching practice. For this, the following issues are presented: a) Psycho-educational and sociological foundations of language teaching. b) Historical overview of the relationship between the courses "Ancient Greek" and "Modern Greek". c) Relation between Language and Literature in Modern Greek Secondary Education. d) Evaluation of the Syllabus of Modern Greek Language in Secondary Education. e) Communicative approach of the mother Language: Teaching Theory and practice. The determinants of communicative teaching. Selection and organization of the curriculum. Teaching Applications. f) Language Policy in Greece and European Integration.						

Code:	62PD158	ECTS:	4	Type:	Required	Semester:	Spring
Title:	SPECIAL PEDAGOGY						
Module Tutor:	Associate Professor Angeliki Gena						
Description:	This course includes a brief introduction to historical and theoretical matters associated with special education practices. In addition, it offers an introduction to how children with special needs are classified into categorical classification systems and how they are differentiallyl diagnosed (e.g. mental retardation versus autism, etc). Particular emphasis will be given to intervention strategies, especially from the behavior analytic paradigm. Students will be provided with oportunities to participate in visits that will be organised in special education settings as well as attending seminars for specialized issues on special pedagogy.						

SEMESTER F

Code:	62PD215	ECTS:	5	Type:	Required	Semester:	Fall
Title:	DESIGN AND OBSERVATION OF TEACHING AND LEARNING						
Module Tutor:	Professor George J. Spanos						
Description:	This course aims at preparing future teachers to observe teaching/learning processes in schools and use their practicum constructively. This will be effected by placing emphasis on design features of the teaching process and by the study of factors contributing to a constructive instructional observation. The basic axes/components of the course are: A. Instructional Design: Designing and planning/organizing instruction. Identifying instructional objectives. Developing a lesson plan. Differentiated instruction and design of instructional activities. School class management. Evaluation of instructional design. B. Observation of the teaching/learning process: Educational-reflective observation: conceptual definition and characteristics. Observation and analysis of teaching/learning processes: methodology, observation areas and instruments. The three phases of observation of the teaching/learning process. C. Preparation for student practicum: Teaching scenarios. Microteaching. Plans on paper.						

Code:	62PD216	ECTS:	4	Type:	Required	Semester:	Fall
Title:	THE DESIGN OF EDUCATIONAL WORK IN SCHOOL IN THE CONTEXT OF THE SCHOOL UNIT						
Module Tutor:	Associate Professor Evanthia Elli Milingkou						
Description:	**A) Educational system and the educator's work** 1. The educational system – the educational unit – the educational process – the educator's work 2. The work of the teacher as a designated professional activity – legal and organizational aspects –context, areas, facets 3. School unit and teaching: internal and external environments of the school unit – local, national, European and global dimensions – the classroom in the context of the school unit 4. The changing school unit and teaching: institutional, social and cognitive changes at the level of the educational system, the teaching profession, the teachers' work **B) School knowledge and teaching** 1. Teaching as a distinct organizational level of education 2. Teaching as the nucleus of the educator's work: the main elements of teaching 3. The curriculum as the organizational context of teaching 4. Non-curricular knowledge and teaching **C) Designing teaching in the context of the school unit** 1. The strategic dimension of teaching: the changing educational circumstances and the need to formulate specific teaching responses – designing teaching as an aspect of the educator's work 2. Teaching design: key concepts 3. Areas and forms of teaching design in the context of the school unit: The concept of strategy - teaching strategies – strategies for the specialized management of school knowledge in given situations – strategies to reinforce the involvement of student in the educational processes in various school environments. 4. Development, implementation and evaluation of strategies: theory and practice **D) Student projects** Development and presentation of projects concerning strategic teaching responses to various educational situations (individual or small group).						

Code:	62PD119	ECTS:	3-3.5#	Type:	Required Elective	Semester	Fall
Title:	SOCIOLOGY OF EDUCATION*						
Module Tutor:	Professor Christina Nova-Kaltsouni						
Description:	*Description:* The course is an introduction to the field of sociology of education and its main aim is to study the relationship between society and education. The social aspects of education are studied together with, the organizational characteristics of schools, the relationship between education and social inequality, and the way in which education contributes to the reproduction of social inequality. Particular emphasis is given to how these relationships interact in the micro-level of educational institutions and how significant their impact is on the broader social processes. *The objectives of this course include:* • The study of the basic mission of education. • Understanding the role and importance of education for the individual and society, and understanding the reasons behind the introduction of compulsory education. • Familiarity with the different theoretical approaches regarding the role of education in society (Functionalism, Marxism, New Sociology of Education) • The study of the role played by education in today's societies, the socialization of the subject until the reproduction of social positions from generation to generation. • The study of the prospects of education in Greece and worldwide.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD 171	ECTS:	4	Type:	Required	Semester:	Fall
Title:	DIGITAL TECHNOLOGIES IN EDUCATION I						
ModuleTutor:	Professor Chronis Kynigos						
Description:	Human uses of Digital Technologies. Issues and frames regarding the use of Digital Technologies in Education. Digital educational artefacts and media. Uses of social media in Education. The notion of affordances of digital media in Education. Basic characteristics of learning activities with the use of digital tools. Cultures and literacies concerning the uses of digital media. The potential influences of digital media in the learning processes. The designing of teaching based on the use of digital media. Reform principles and experiences related to the inclusion of digital media in wide-scale educational practices.						

SEMESTER G

Code:	**62PD217**	**ECTS:**	**10**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**PRACTICUM (PEDAGOGY MAJOR)**						
Module Tutor:	**Associate Professor Evangelia Fridaki**						
Description:	During the final year of their studies, the student teachers of the Faculty of Philosophy, Pedagogy and Psychology undertake the compulsory practicum into schools, institutes and organisations of applied psychology (advisory centres, centres of mental health, psychiatric clinics etc.) which amounts to 10 ECTS. The practicum in schools is divided into two parts. Part one consists of classroom observation in secondary schools for two months, in close cooperation with school administrators and mentor teachers. The student teachers have to observe cooperating secondary school teachers, distinguish a range of parameters of teaching and record the instructional aspects used in observation forms. The latter are based upon teaching theory, taught in previous semesters. Regularly, after each observation they remain at school for group discussion on the instructional aspects observed, under the direction of the mentor teacher. At the end of the observation period, they have to choose one of the four philological subjects (Ancient Greek Language and Literature, Modern Greek Language, Modern Greek Literature, History) for teaching it in real classroom settings. The mentor teacher visits the lessons, supervises each student teacher, and promotes reflection. The students, who accomplish their practicum in schools, are expected to develop scientific criteria and professional skills, so as to relate the theoretical principles for learning with teaching practice. Especially: • to recognise behind every teaching practice they observe the teachers' implicit conceptions about teaching and learning, • to comprehend, enrich and transform their own conceptions about teaching and learning, and to attempt investigational applications of teaching practices and methods, which are appropriate for every learning circumstance, • to analyse the adopted teaching practices and to test their implicit concepts about teaching and learning, • to explore the appropriateness of various theoretical concepts about teaching and learning and of related teaching practices in relation to specific learning environment (teaching subject, teaching aims, age of students, net of relationships and interactions etc.).						

SEMESTER H

Code:	**62PD173**	**ECTS:**	**4**	**Type**	**Required**	**Semester**	**Spring**
Title:	**MULTICULTURAL EDUCATION**						
Module Tutor:	**Professor George Markou**						
Description:	The multicultural character of Greek society, and also of societies in other European countries, dictates new interpretation-methodological approaches for studying them. In this course, the phenomenon of cultural diversity in Greece, Europe and other countries (USA, Canada, Australia) is presented together with various approaches adopted in educational policy.						

Code:	**62PD230**	**ECTS:**	**10**	**Type:**	**Required**	**Semester:**	**Spring**
Title:	**PRACTICUM (PHILOSOPHY AND PSYCHOLOGY MAJORS)**						
Module Tutor:	**Associate Professor Maria-Zoe Fountopoulou**						
Description:	During the final year of their studies, the student teachers of the Faculty of Philosophy, Pedagogy and Psychology undertake the compulsory practicum into schools, institutes and organisations of applied psychology (advisory centres, centres of mental health, psychiatric clinics etc.) which amounts to 10 ECTS. The practicum in schools is divided into two parts. Part one consists of classroom observation in secondary schools for two months, in close cooperation with school administrators and mentor teachers. The student teachers have to observe cooperating secondary school teachers, distinguish a range of parameters of teaching and record the instructional aspects used in observation forms. The latter are based upon teaching theory, taught in previous semesters. Regularly, after each observation they remain at school for group discussion on the instructional aspects observed, under the direction of the mentor teacher. At the end of the observation period, they have to choose one of the four philological subjects (Ancient Greek Language and Literature, Modern Greek Language, Modern Greek Literature, History) for teaching it in real classroom settings. The mentor teacher visits the lessons, supervises each student teacher, and promotes reflection. The students, who accomplish their practicum in schools, are expected to develop scientific criteria and professional skills, so as to relate the theoretical principles for learning with teaching practice. Especially: • to recognise behind every teaching practice they observe the teachers' implicit conceptions about teaching and learning, • to comprehend, enrich and transform their own conceptions about teaching and learning, and to attempt investigational applications of teaching practices and methods, which are appropriate for every learning circumstance, • to analyse the adopted teaching practices and to test their implicit concepts about teaching and learning, • to explore the appropriateness of various theoretical concepts about teaching and learning and of related teaching practices in relation to specific learning environment (teaching subject, teaching aims, age of students, net of relationships and interactions etc.).						

B. SEMINARS

For academic years 2012-2013 and 2013-2014 the following modules will be available as seminars for the Pedagogy major. Students must select one of the following seminars:

Code:	**PDS156**	**ECTS:**	**4**	**Type:**	**Seminar**	**Semester:**	**Fall**
Title:	**EDUCATIONAL POLICY**						
Module Tutor:	**Assistant Professor Evanthia – Elli Milingkou**						
Description:	The seminar consists of two parts: the first part --four weekly introductory lectures-- examines major themes in the field of educational policy as they relate to the work of teachers and their professional profile in the current sociohistorical circumstances. The second part involves oral presentations of projects elaborated by the students, individually or in small groups. The purpose of the seminar is to engage the students in a process of: a) understanding educational policy as both an institutionalized social field with specific activities and goals, and as a field of study, b) developing the relevant conceptual framework and analytical capacities in order to approach educational policy in its sociohistorical specificity as regards its structural, organizational and applied forms at the national, European, and global levels, c) identifying the elements of educational policy that constitute part of the current educational discourse as they relate to the educational labor market, school work, and the emerging directions of teacher professional development, d) developing an understanding of the school unit as the field that directly involves teachers in educational decision making, e) developing an understanding of the policy oriented research forms which are conducive to localized decision making and context specific educational strategies for educational improvement, f) developing their analytical capacities and their research tools.						

Code:	**PDS176**	**ECTS:**	**4**	**Type:**	**Seminar**	**Semester:**	**Fall**
Title:	**HISTORY OF EDUCATION I**						
Module Tutor:	**Lecturer Dimitris Foteinos**						
Description:	This module places emphasis on theoretical and methodological issues of History (and especially history of education). In the context of undergraduate studies, the aim of this module is for students to become familiar with the use of tools for research in history, as well as to be able to decode, to organize and to reconstruct the elements of the past under the conditions and restrictions of research and composition. Through the seminar form of this module, the engagement of students into research in archives of sources and records related to the history of education will be attempted (visiting and working/on site teaching in collaborating Archives). The collaboration with the Museum of Education (Faculty of Philosophy, Pedagogy and Psychology, 5th floor) is included in the context of this module (in its seminar form). For this reason, the Museum will act both as a research site, as well as a means of training students in history of education.						

Code:	62PDS201	ECTS:	4	Type:	Seminar	Semester:	Fall
Title:	QUALITATIVE DATA ANALYSIS						
Module Tutor:	Lecturer Athanasios Verdis						
Description:	The course aims to give theoretical knowledge and practical skills in selected qualitative methodologies. In qualitative research 'truth' is crystallised in place and time it can only be seen with eyes of the 'Other'. Emotionally laden words, symbols and signs, texts and images (still or moving) are also sources of information. Qualitative data are collected through interviews, observations, life stories, personal experiences, and also near and distant ethnographic journeys. The main traditions and significant 'moments' of qualitative research methods are discussed, with emphasis on issues related to the ethnography of schooling and childhood. Among the topics that are discussed is ethnography and anthropology (traditional and visual), phenomenology, semiotics of everyday life, the sociology of the body, the classroom as network, and the art-based research in education. The student version of Atlas.ti' software for qualitative data analysis is freely distributed. Timely completion of the weekly readings, thoughtful engagement with those readings, and regular participation in class discussions are necessary conditions for the success of the seminar. The assessment comprises a traditional written examination and an assignment of five thousand words.							
e-class	http://eclass.uoa.gr/courses/PPP342/ (available in English)						

Code:	62PDS170	ECTS:	4	Type:	Seminar	Semester:	Fall
Title:	Teaching of Modern Greek as a Mother Tongue and a Second Language						
Module Tutor:	Lecturer Athanasios Michalis						
Description:	In the context of this module, students will be taught, asked to process and investigate the following issues: a) clarification and analysis of the terms mother and second language, b) presentation and analysis of the differences between acquisition and learning of a language, c) differentiations in learning a first and second language, d) analysis of the learning theories related to the second language (nativism, behaviorism, sociocultural theory, comprehensive input hypothesis, connectionism), e) analysis of the teaching methods for the second language (structural communication methods), f) analysis of language errors, g) the role of translation in teaching a language, h) complex phenomena in the structure of modern Greek.						

Code:	62PDS202	ECTS:	4	Type:	Seminar	Semester:	Fall
Title:	EFFECTS OF MIGRATION AND GLOBALIZATION IN THE STATE AND EDUCATION						
Module Tutor:	Professor George Markou						
Description:	**Purposes of the seminar** • Clarification of the concepts "Globalization", "Immigration", "Nation State", "Education". • Highlighting the relationship between migration, globalization, the State and National Education. • Investigation and analysis of the impact of migration and globalization to the Nation State and education. • Equipping students with analytical - research skills. (The shift to a new scientific "paradigm" leads to micro - sociological theoretical views in which macro-sociological and micro- sociological approaches are combined). **Content of the seminar** *First Part* • Introduction • Globalization. (Theoretical approaches to the phenomenon, forms globalization, neoliberal globalization, local and global, and intercultural globalization, resistance to globalization). • Migration. (Theoretical approaches to the phenomenon of immigration in Greece, the economic, social, educational and cultural impact of immigration, the provision of Greek citizenship to immigrants, children of migrant background in the Greek school. • Nation State. (The new role of the Nation State, the welfare state in a new era, new forms of governance at national and supranational level, absence of democracy) • Education. (New educational challenges, the education of returning Greek and foreign migrant students, the education of Roma children, education and educational change, education and supranational organizations. *Second Part: Presentation of student work (either individually or in small groups)*							

Code:	62PDS203	ECTS:	4	Type:	Seminar	Semester:	Fall
Title:	CURRENT ENVIRONMENTAL ISSUES						
Module Tutor:	Assistant Professor Maria Daskolia						
Description:	This aim of this seminar course is to foster a deeper and more critical understanding in students with regard to current environmental and sustainability issues. The students are encouraged to apply inquiry-based and problem-solving approaches to analyze some of the major issues encountered by modern world and to identify and examine local environmental issues by employing criteria of sustainable development. The students are assisted to highlight the social and political underpinnings of issues such as environmental pollution, the degradation of natural resources and biodiversity, climate change, energy, poverty, social inequalities and deprivation from social goods, etc., and το explore and discuss their multiple dimensions, their causes and consequences, and alternative solutions to deal with them both on a societal and personal level. The course is also designed to enable students to develop skills of collaboratively planning and conducting a small-scale research-based project to investigate an environmental issue, to analyze and synthesize data from multiple sources, and to evaluate and present the outcomes of their work.							

Code:	**62PDS204**	**ECTS:**	**4**	**Type:**	**Seminar**	**Semester:**	**Fall**
Title:	**SOCIOLOGY OF CHILDHOOD AND ADOLESCENCE**						
Module Tutor:	**Professor Christina Nova-Kaltsouni**						
Description:	This course examines the meanings of *childhood* and *adolescence* and explores their nature as well as their changing over the time. It covers the agencies and social forces that shape children and adolescents and discuss issues such as socialization , safety of children, long-term effects of divorce on children and adolescents, youth culture etc. Throughout the course students will consider the many diversity issues of childhood and adolescence, including age, gender, nationality, class etc. The course will incorporate the views of the new Sociology of Childhood and Adolescence, which start from the assumption that children are active participants who both shape and are shaped by their social world. Class time will consist of lectures, class discussions and presentations of discussion assignments. Throughout the semester, students or group of students will be responsible for studying one of the selected readings around the domain of Sociology of Childhood and Adolescence, presenting a summary of this to the rest of the class, and writing, by the end of the course, a twenty-page paper. The written work (paper) must be submitted during finals week of the course. Course Objectives: 1. To develop an understanding of the history of childhood and adolescence 2. To become familiar with the major agencies of socialization, such as family, school, peers, media. 3. To develop an understanding of the economic, political and social forces that affect and influence children and adolescents. 4. To come to understand the major problems confronting children, adolescents and their families. 5. To consider the possibilities for the future of childhood in Europe and globally.						

C. REQUIRED ELECTIVE MODULES

(Modules with an asterisk * can not be selected by students of the Pedagogy major)

Code:	62PD231	ECTS:	3-3,5#	Type:	Required Elective	Semester:	Spring
Title:	DIDACTICS OF HISTORY						
Module Tutor:	Associate Professor Theodora Cavoura-Sissoura						
Description:	The science of history and its social dimensions. The historical knowledge and its particularities. The structure of historical knowledge. Historical narration, historical explanation, historical concepts, historical temporalities. School history and scientific knowledge. History as a learning object. Psychological principles and learning requirements, the student as history learner. The teaching of history as an institution. The process of mediations of historical knowledge. History Curricula and school textbooks. Constructivist theories of learning and perception of historical text. Students' mental models and obstacles in the familiarization of historical knowledge. design of learning environments, contemporary methods of teaching and evaluation. Public uses of history, historical memory and cultural identity.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD158	ECTS:	3-3,5#	Type:	Required Elective	Semester:	Fall
Title:	INTRODUCTION TO SPECIAL EDUCATION*						
Module Tutor:	Associate Professor Angeliki Gena						
Description:	This introductory course on special education will provide a historical review of most important landmarks in the progress of Special Education within the countries of the EEC as well as the USA and will compare and contrast the current state of affairs in special education in Greece. Other than historical, legal, and policy issues regarding special education, this course will entail a review of the following issues for children with disabilities: • Diagnosis • Curriculum • Teaching strategies and methodology • Co-education and mainstreaming • Systematic evaluation and intervention for behavioral problems						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD112	ECTS:	3-3,5#	Type:	Required Elective	Semester:	Spring
Title:	INTRODUCTION TO EDUCATIONAL EVALUATION*						
Module Tutor:	Professor Michael Kassotakis						
Description:	**Aim of the course** The general aims of the course are: a) to familiarize students with the basic concepts, principles, roles and theoretical approaches to educational assessment and (b) to discuss the methodology of assessment. **Content of the course** A. Introduction to educational assessment: Concepts and forms of evaluation. Measurement and evaluation. The necessity of evaluation in education and its basic functions. Application areas of educational assessment. Characteristics of good assessment (validity, reliability, objectivity, etc.). Theoretical approaches and models of evaluation. Quality education and evaluation with particular reference to the Greek case. Contemporary trends in educational evaluation. Assessment of student performance: Purpose and necessity of student assessment. Teaching transaction and evaluation of students. Types of tests. Quantitative and qualitative scales of performance. Basic principles concerning the wording of questions. Types of questions (essays, short answers, or closed questions). Advantages and disadvantages of different types of questioning. Self-assessment of students. Descriptive evaluation. Portfolio assessement. Interpretation of the results of the evaluation. The influence of socio-economic and cultural factors on student performance. Summary presenting international research on the performance of pupils (PISA, TIMSS)..						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD169	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	INTRODUCTION TO ENVIRONMENTAL EDUCATION						
Module Tutor:	Assistant Professor Maria Daskolia						
Description:	This course starts by engaging students into analyzing some of the core concepts that designate the subject matter of Environmental Education (EE), namely the concepts of 'environment', 'nature', 'environmental problem', 'environmental issue', 'sustainability' and 'sustainable development'. The students become acquainted with the evolution of ideas and practices in this educational domain and critically approach the forerunner educational movements that had a significant impact on shaping its conceptual and methodological frames. They also come across with and discuss the key issues highlighted by some founding international conferences which dealt with EE and are encouraged to analyze the guiding principles and core categories of goals that were set by them. The students are also helped to identify the distinctive characteristics of EE as compared to other educational fields. In addition they are introduced to and enabled to examine alternative strategies to integrate EE into the national (Greek) curriculum. Particular emphasis is placed in empowering students to critically examine the role of EE practitioners through the theoretical frame of teachers' personal theories which is put forward as a tool for linking EE theory to EE practice.						
E-class:	http://eclass.uoa.gr/courses/PPP187						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD205	ECTS:	3-3.5#	Type:	Required Elective	Semester	Fall
Title:	TEACHING METHODOLOGY OF MODERN GREEK AS A MOTHER LANGUAGE						
Module Tutor:	Professor George J. Spanos						
Description:	This course aims at sensitizing the students to issues-problems concerning the teaching of Modern Greek as a Mother Language in Secondary Education. To relate, in parallel, the multidisciplinary approach to language teaching practice. For this, the following issues are presented: a) Psycho-educational and sociological foundations of language teaching. b) Historical overview of the relationship between the courses "Ancient Greek" and "Modern Greek". c) Relation between Language and Literature in Modern Greek Secondary Education. d) Evaluation of the Syllabus of Modern Greek Language in Secondary Education. e) Communicative approach of the mother Language: Teaching Theory and practice. The determinants of communicative teaching. Selection and organization of the curriculum. Teaching Applications. f) Language Policy in Greece and European Integration.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD217	ECTS:	3-3.5#	Type:	Required Elective	Semester:	Fall
Title:	THEORY OF LITERATURE AND TEACHING PRACTICE						
Module Tutor:	Associate Professor Evangelia Fridaki						
Description:	The purpose of the course is to consider the theory of literature in terms of a systematic reflexion on the nature and the approaches of literature. • Paradigmatic conceptions of literature. The construction of subject matter in epistemological terms. The role of literary theory. • Teaching aims and goals. The Greek national curriculum. • The hermeneutic paradigm. Lapses of the hermeneutic processes in classroom settings (affective fallacy, intentional fallacy etc). Teaching strategies for meaning construction. • Teaching literature as acquirement of reading skills and identity constitution. • The paradigm of Poetic: From interpretation to the use of texts. Reading networks, group discussions about texts in classroom, reading communities, relevant projects.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	PD180	ECTS:	3-3.5#	Type:	Required Elective	Semester:	Srping
Title:	TEACHING METHODOLOGY OF ANCIENT GREEK LANGUAGE						
Module Tutor:	Associate Professor Maria-Zoe Fountopoulou						
Description:	• The historical development of Ancient Greek Language teaching. • Basic features of Ancient Greek Language teaching. • The framework of teaching Ancient Greek Language (Curricula, the "Interdisciplinary Unified Curriculum" (ΔΕΠΠΣ), and other legislative framework: circulars, decrees, etc.). • The hermeneutical method of teaching Ancient Greek. • Modern teaching tools: action plans, cooperative teaching and learning, cognitive maps, educational software. • The textbook of the Ancient Greek Language course: its electronic and multimodal form. • The lesson plan. *Practical Part* • Organization of small scale teaching activities. • Attendance and analysis of exemplary teaching.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	PD162	ECTS:	3-3.5#	Type:	Required Elective	Semester:	Fall
Title:	EDUCATIONAL MANAGEMENT AND ORGANISATION						
Module Tutor:	Assistant Professor George Papakonstantinou						
Description:	● Introduction to educational management ● The role of the state to the administration of the education system ● Historical overview of administration studies ● The concept of organisation ● The concept of management ● Types of management models ● Bureaucracy in education ● The educational system as an open system ● The structure of the Greek educational system ● Effectiveness in Education ● A critical analysis of the organisation of the Greek educational system						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD109	ECTS:	3-3.5#	Type:	Required Elective	Semester:	Fall
Title:	EDUCATIONAL PSYCHOLOGY*						
Module Tutor:	Lecturer Faye Antoniou						
Description:	This course examines the methods and the theories of educational psychology, namely the cognitive, verbal, sociocognitive and moral development of children. In this context some important behavioral and sociocognitive psychological theories are discussed. Special issues are individual differences, memory, the processes of understanding, metacognition, and motivation. An equally important part of the course is to examine the dynamics and management of the classroom with a view to leaning and behavioural difficulties. The course, apart from familiarising students with a wide range of theories and research findings in the processes of learning, also aims at helping students to apply the principles of educational psychology in real classroom situations.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD147	ECTS:	3-3.5#	Type:	Required Elective	Semester:	Spring
Title:	COUNSELING AND CAREER GUIDANCE - PRACTICE						
Module Tutor:	Professor Michael Kassotakis						
Description:	**Purpose of the course** This course offers general information for students on theoretical and practical issues concerning the provision of advisory services to members of modern societies and especially young people, involving the selection of educational and/or professional guidance. **Brief outline of the course** 1. Clarification of basic concepts (Counseling, Vocational Counseling, Guidance, Career Education). 2. Historical overview of the evolution of application of the methodology of Career Guidance. 3. Career Guidance in Greece (historical overview, current status). 4. Personal development of individuals and related theories. 5. Information about studies and professions. 6. Self-awareness, self-concept and career choices of individuals. 7. The role of psychometric tests in Vocational Counseling. 8. The counseling interview and its methodology. 9. Theories of career decision taking. 10. The role of the labor market and the current socio-economic and technological developments (globalization, information, etc) in career planning. Apart from attending lectures, students are required to conduct practical and experiential exercises and visit agencies of vocational guidance.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

Code:	62PD 177	ECTS:	3-3.5#	Type:	RequiredElective	Semester:	Spring
Title:	DIGITAL TECHNOLOGIES IN EDUCATION II*						
ModuleTutor:	Professor Chronis Kynigos						
Description:	Design of digital media for education. Digital artefacts as boundary objects for social communication. Design of educational activities based on the use of digital media. Empowering teachers. Teachers as designers. Educational portals and digital infrastructures for wide scale uses of digital media. Reforms aiming for the inclusion of uses f digital media in Greece.						

#ECTS: 3,5 for the Pedagogy major / ECTS: 3 for the Philosophy & Psychology majors

D. ELECTIVE MODULES

FALL SEMESTER

Code:	62PD206	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	FROM CURRICULUM AND TEXTBOOKS TO TEACHING AND INSTRUCTION						
Module Tutor:	Associate Professor Maria-Zoe Fountopoulou						
Description:	• The role of the curricula and the textbooks in education. • The curriculum: its historical development, its basic concepts, and its structure and content. • The curriculum and the textbooks: in search of a balanced relationship. • The textbook: its structure, form, and content. • Types of school textbook: printed and electronic • From the printed textbook to the multi-modal "text": applications						

Code:	62PD207	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	TEACHING AND LEARNING OF HISTORY WITH NEW TECHNOLOGIES						
Module Tutor:	Assistant Professor Theodora Cavoura-Sissoura						
Description:	Utilization of Information and Communication Technology (ICT) and motivation of students for expanding the teaching and learning experience of history. Familiarization with the principles which determine the design of learning and teaching environment with ICT and the formation of scenarios and constructive activities. Models for the design of multimedia applications and learning with multimedia. Evaluation of educational software relative to their historical foundation, their organization and the usability of learning environments. Web based learning-theoretical approaches. Use of websites for teaching and learning history.						

Code:	62PD209	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	OCCUPATIONAL COUNSELING OF INDIVIDUALS WITH SPECIAL NEEDS						
Module Tutor:	Lecturer Faye Antoniou						
Description:	The module deals with the meaning, purpose and content of vocational counselling of individuals with disabilities. Emphasis is given on counselling as an autonomous science as well as on the four-level targets of vocational counselling along with the conditions for their implementation.						

Code:	62PD210	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	INTERACTION INTO THE CLASSROOM: COGNITIVE AND MORAL DIMENSIONS						
Module Tutor:	Associate Professor Evangelia Fridaki						
Description:	The purpose of the course is to examine the conditions under which the interaction between teacher and students as well as between students themselves can lead to cognitive, moral and political empowerment of the latter. The course covers the following topics: • Teachers' beliefs/conceptions/values about subject matter, student, teaching goals and teaching. • Transformative learning: towards a transformation of teachers' beliefs and conceptions in order to foster students' empowerment. • Learning environments that foster interaction for empowerment. • Types of interaction and strategies which foster students' transformative learning: communicative morality, negotiation, critical and hermeneutical dialogue, exploration and recognition of implicit conceptions, critical reflection, searching for alternative points of view. • Personal, social, cultural and politic factors that favour or hold personal (teacher or/ and student) and group (classroom) transformation.						

Code:	62PD211	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	TEACHING OF MODERN GREEK POETRY AND PROSE						
Module Tutor:	Professor: George J. Spanos						
Description:	This course aims at enabling students to reflect constructively upon and practice in Modern Poetry and Prose Teaching; to link the literary theory with the teaching practice. For this, the following issues are presented: a) The teachability of Literature. The nature of literature (poetry and prose) as a cultural asset. b) Programs of Study and Teaching of Literature. Basic guidelines for curricula and reorientation of Literature teaching in Secondary Education. Aim and objectives of literature teaching / Limitations. c) The Theory of Literature in the act of teaching. Models of poetry and prose teaching: i. Theory and Practice of Hermeneutics / Sample approaches. ii. New Critical Theory / Sample approaches. iii. Theory of Reception and the model aesthetic response / Sample Applications iv. Socio-critical theory and teaching practice.						

Code:	62PD212	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	THEORY AND PRACTICE OF INTERCULTURAL EDUCATION						
Module Tutor:	Professor George Markou						
Description:	The multicultural character of Greek society, and also of societies in other European countries, dictates new interpretation-methodological approaches for studying them. In this course, the phenomenon of cultural diversity in Greece, Europe and other countries (USA, Canada, Australia) is presented together with various approaches adopted in educational policy.						

Code:	62PD163	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	ECONOMICS OF EDUCATION						
Module Tutor:	Assistant Professor Georgios Papakonstantinou						
Description:	• Economics and Education, Education and systems of economy • Returns in education: Education as investment and commodity • Educational costs • The financing of education • Educational demands • Educational supply • Educational efficiency • Educational planning • Education and economic development • School economics						

Code:	62PD162	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	EDUCATIONAL ADMINISTRATION AND ORGANIZATION						
Module Tutor:	Assistant Professor Georgios Papakonstantinou						
Description:	• Introduction to educational management • The role of the state to the administration of the education system • Historical overview of administration studies • The concept of organisation • The concept of management • Types of management models • Bureaucracy in education • The educational system as an open system • The structure of the Greek educational system • Effectiveness in Education • A critical analysis of the organization of the Greek educational system						

Code:	62PD213	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PEDAGOGICAL INTERVENTIONS IN LEARNING DISABILITIES						
Module Tutor:	Lecturer Faye Antoniou						
Description:	The module deals with the meaning, purpose and content of vocational counselling of individuals with disabilities. Emphasis is given on counselling as an autonomous science as well as on the four-level targets of vocational counselling along with the conditions for their implementation. E-class: http://eclass.uoa.gr/courses/PPP230/ available in Greek.						

Code:	62PD147	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	COUNSELING AND CAREER GUIDANCE – PRACTICE						
Module Tutor:	Professor Michael Kassotakis						
Description:	**Purpose of the course** This course offers general information for students on theoretical and practical issues concerning the provision of advisory services to members of modern societies and especially young people, involving the selection of educational and/or professional guidance. **Brief outline of the course** 1. Clarification of basic concepts (Counseling, Vocational Counseling, Guidance, career education). 2. Historical overview of the evolution of application of the methodology of Career Guidance. 3. Career Guidance in Greece (historical overview, current status). 4. Personal development of individuals and related theories. 5. Information about studies and professions. 6. Self-awareness, self-concept and career choices of individuals. 7. The role of psychometric tests in Vocational Counseling. 8. The counseling interview and its methodology. 9. Theories of career decision taking. 10. The role of the labor market and the current socio-economic and technological developments (globalization, information, etc.) in career planning. Apart from attending lectures, students are required to conduct practical and experiential exercises and visit agencies of vocational guidance.						

Code:	62PD 214	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	DIGITAL TECHNOLOGIES AND LEARNING PROCESS						
ModuleTutor:	Professor Chronis Kynigos						
Description:	Learning with digital media. Learning theories involving the uses of digital media. Constructionism. Computer Supported Collaborative Learning Theories. Group learning, learning to learn together. Cognitive ergonomy theories. Institutional theories. Production, construction, publication, reification, representation, communication over: learning activity based on the uses of digital media.						

SPRING SEMESTER

Code:	62PD218	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	SCHOOL EVALUATION						
Module Tutor:	Lecturer Athanasios Verdis						
Description:	The meaning of school effectiveness and school-based evaluation (comparative and historical perspectives). Models of school and educational effectiveness. Effectiveness and efficiency in education. Education production function models. Data envelopment analysis for educational organizations. Internal and external evaluations. Total Quality Management in state and private schools. Methods, agencies and criteria of evaluating teaching practices. Teachers' and lecturers' appraisal. The "No School Left Behind" program in the United States. Teachers' appraisal in the U.K. The notion of "educational work" in Greece and its evaluation. Shadow education as a factor in educational effectiveness. Methods for evaluating higher education institutions. Accountability and evidence-based evaluation. Qualitative evaluation methods in schools.						
e-class							

Code:	62PD219	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	DIGITAL LITERACIES FOR PHILOLOGICAL DISCIPLINES						
Module Tutor:	Assistant Professor Marisa Fountopoulou						
Description:	Literary disciplines and new literacies. Modalities and procedures for integrating digital technologies in philogogical courses. The importance and methodology of training of teachers in digital technologies. Characteristics of technologies used in teaching literary courses. Basics design of teaching activities for literary lessons using digital technology. Key design features of educational software for teaching a philology course. Evaluation of the learning process by using digital technologies in philological courses.						

Code:	62PD220	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PEDAGOGICAL APPROACHES AND TEACHING TECHNIQUES IN ENVIRONMENTAL EDUCATION						
Module Tutor:	Assistant Professor Maria Daskolia						
Description:	This course starts off from engaging students into analyzing some of the core concepts that designate the subject matter of Environmental Education (EE), namely 'environment', 'nature', 'environmental problem', 'environmental issue', 'sustainability' and 'sustainable development'. The students become acquainted with the evolution of ideas and practices in this educational domain by critically approaching the major forerunner educational movements that had a significant impact on shaping its conceptual and methodological frames. They are encouraged to discuss the key issues highlighted by the founding international conferences in the field and analyze the guiding principles and main categories of the goals that have been internationally set for. The students are helped to identify the characteristics of EE as compared to other educational fields. In addition they are introduced and enabled to examine alternative strategies to integrate EE into the national (Greek) curriculum. Particular emphasis is placed in empowering students to critically examine the role of EE practitioners by applying the construct of teachers' personal theories as a tool for linking EE theory to EE practice.						
E-class:	http://eclass.uoa.gr/courses/PPP415						

Code:	62PD174	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	TEACHING METHODOLOGY OF EXPRESSION-ESSAY WRITING						
Module Tutor:	Professor George J. Spanos						
Description:	This course aims at making the students aware of the problems and initiating them into the scientific aspects of teaching writing in secondary education. Within the framework of the course, the following aspects are approached: a) Oral and written discourse as basic parameters in language teaching. Communicative competence and linguistic competence. Written discourse production and development of critical thinking skills. b) Psycho-pedagogical approach to teaching writing. Principles of learning and communicative orientation in teaching writing. c) Selection and shaping of an essay topic. Socio-communicative context and determination of topic development. Content organization. Structure of the text. Linguistic cohesion and conceptual consistency. Creative writing. Written discourse production with particular emphasis on paragraph teaching. Didactic use of the summary. d) From the text source and the essay to Expression-Essay writing. The process from the text towards the text: vocabulary, sentence, paragraph, conceptual unit. e) From the phase of the final shaping to the phase of text assessment. Criteria for text assessment: communicative relevance, data completeness, conceptual consistency, linguistic cohesion. Text correction techniques and teacher enhancing intervention.						

Code:	62PD145	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	GUIDING AND COUNSELLING						
Module Tutor:	Lecturer Faye Antoniou						
Description:	*1. Theoretical Issues:* a) Counselling theories b) Counseling in schools: Historical report and the role of vocational counseling *2. Counselling Interventions:* a) Fundamental principles of counselling b) Methods and best practices c) The systematic observation and interview *3. Counselling Topics.* a) Psychoeducational approaches to counselling b) Counselling of individuals with special needs and their families. c) Counselling of special education teachers (e.g. Burnout, cooperation with the family)						

Code:	62PD169	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	ADULT EDUCATION						
Module Tutor:	Assistant Professor Georgios Papakonstantinou						
Description:	• Basic concept in adult education • Justification for providing education for adults • Conceptual Framework: Continuous, ongoing, lifelong education • The adult learner and adult learning • Adult learning - theoretical approaches • Distance Learning • Theories to shape curriculum design and educational programs • Evaluation of adult education programs						

Code:	62PD222	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	TEACHER EDUCATION AND TEACHER PROFESSIONAL DEVELOPMENT						
Module Tutor:	Assistant Professor Evanthia – Elli Milingkou						
Description:	**A) Teacher education as a field of study** Main proponents, key concepts **B) Institutional aspects of teacher education** 1. Initial education, in-service education, postgraduate education - Agents, planning, directions, lifelong learning 2. Teacher professional development as a distinct organizational model for teacher work and the teaching profession 3. Teacher professional development and educational improvement: The school as workplace - teacher professional development as educational infrastructure - teacher professional development and career development 4. Planning teacher professional development: Centralized planning, school unit level planning, individual planning - Cooperation between school and university as context of teacher professional development 5. Essential areas of teacher professional development for teaching in today's schools: personal development – educational improvement - educational decision making – classroom management - educational design at the fields of teaching, curriculum, and educational inclusion of specific social groups - school unit development in relation to its social, spatial and cultural environment at the local, national, European and global levels. **C) Student projects** Development and presentation of projects concerning: a) individual career and professional development design, and/or b) development of specific professional abilities in relation to particular areas of teacher work (individual or small group).						

Code:	62PD178	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	EUROPEAN DIMENSION IN EDUCATION						
Module Tutor:	Assistant Professor Georgios Passias						
Description:	The Idea of Europe. Origin, evolution, dimensions. The european modernity and the late modernity challenges (globalization, knowledge societies, risk societies). European unification issues: integration, identity, citizenship, culture, social cohesion. The national education systems in the European context : traditions, structures, models, systems of knowledge. The "Europe of knowledge": European Union educational discourses and practices (life long learning, competencies, teacher profession). Europe at school and the teaching about Europe. Europe in the Curriculum as 'space', 'time' and 'civilization'. Models and teaching practices.						

Code:	62PD223	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	THEORIES OF LEARNING						
Module Tutor:	Professor George Flouris						
Description:	The course seeks in developing knowledge, skills and attitudes regarding the phenomenon of human learning, as it is revealed through the various schools of thought and the views of their representatives, including behaviorism, cognitivism, Gestalt, humanistic, constructivism as well as others. The students will be introduced to these views and their applications on instruction, the relation of learning and development will be probed. Concurrently, the significance of individual factors in learning (i.e. perception, motivation, multiple intelligences, sex, socio-economic status, student profile, etc.) will also be examined as they influence the process of learning, teaching and evaluation.						

Code:	62PD224	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	HISTORY OF EDUCATION II						
Module Tutor:	Lecturer Dimitrios Foteinos						
Description:	Module objectives are the educational reforms of the 19th-20th centuries in Greece, policies related to power-knowledge relation, education-econommy relations, relations between the state-ideology-education, involved social and educational agencies, educational institutions, and history of management and administration of education.						

Code:	62PD106	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	SOCIOLOGY OF THE FAMILY						
Module Tutor:	Professor Christina Nova-Kaltsouni						
Description:	The course will examine the family as a social system and point out the role of the society in shaping family values and norms as well as the interrelations between the family and other social institutions. Special attention will be given to a number of issues including the history and evolution of the family and marriage, the increase in the number of new family configurations, different problems that families face, as well as the future of the family and marriage in Greece and globally. The main course objectives are: - To become aware of the diversity of family and marriage forms across time periods and cultures. - To consider the factors which may have contributed to create this diversity. - To understand the relevant issues influencing the family today - To cultivate a sociological awareness of family problems such as poverty, divorce, family violence etc. - To understand how social norms impact the structure and dynamics of the family - To understand the social causes of conflict in families - To consider the possibilities for the future of family in new socio-economic framework in Greece and globally.						

Code:	62PD225	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	LEARNING DISABILITIES: PEDAGOGICAL APPROACHES						
Module Tutor:	Associate Professor Angeliki Gena						
Description:	Diagnosis and evaluation of major learning and behavioural disorders that face children and teenagers at school. Discrimination of normal and pathological behaviour. Introduction to the basic concepts of evaluation, such as the psychoeducational differential diagnosis, diagnostic criteria, and concepts related to demographics of learning and behaviour disorders. Analysis of environmental and other causes that are associated with learning and behavioural problems. Theoretical framework of empirically based behaviour analysis with emphasis on principles pertaining to school performance and student behaviour. Basic applications of behaviourism in educational practice and in behaviour modification. The inclusion of children with learning and behavioural disorders in a typical school. Counselling parents of children with learning and behavioural disorders.						

Code:	62PD180	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	TEACHING METHODOLOGY OF TRANSLATED ANCIENT GREEK						
Module Tutor:	Associate Professor Maria-Zoe Fountopoulou						
Description:	THEORETICAL PART Teaching translated ancient Greek literaure. Aim and teaching objectives. The Curricula of course. The textbooks. Teaching models and principles. PRACTICAL PART Organisation of teaching in micro level Observation or exemplary teachings						

Code:	62PD226	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	COUNSELING OF FAMILIES WITH CHILDREN WITH DISABILITIES						
Module Tutor:	Associate Professor Angeliki Gena						
Description:	This is an introductory course to family counseling with emphasis on families with children with disabilities and special educational needs. The course will include both theoretical and practical issues pertaining to the needs and counseling approaches that aim to ameliorate the serious difficulties that arise from living with a child with a disability. Counseling approaches for both parents and siblings will be discussed in depth.						

Code:	62PD227	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	EDCUATIONAL ASPECTS OF LANGUAGE ERROR						
Module Tutor:	Lecturer Athanasios Michalis						
Description:	In the context of this module, students are taught and helped process the following subjects: a) Definition and classification of language error, b) Slip, mistake, error, solecism, c) Levels of language analysis (phonology, morphology, syntax, meaning), d) Causes of language error (interdialectal, intralingual, intralinguistic, induced), e) Language error and language change (the role of analogies and over generalization), f) Concepts of grammaticality and acceptability, g) Examples of language errors in the Greek language.						

Code:	62PD228	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	APPLIED STATISTICS IN EDUCATIONAL RESEARCH						
Module Tutor:	Lecturer Athanasios Verdis						
Description:	The course aims to give theoretical knowledge and practical skills in selected descriptive, inferential and multivariate statistical procedures and also to exemplify the application of these procedures to educational research. Teachers have historically relied on statistics in order to construct test items for their students; rate and predict their students' performance; evaluate the effectiveness of their own teaching; inform parents through multidimensional graphics; grasp the overall picture of educational issues. Teachers often study national and international research reports published either by their confederations or by international organizations. The use of mathematical and statistical notation has been kept to a minimum and statistical concepts are visualised. The *Open Stat* freeware program as well and the student versions of LISREL and *Winsteps* are available. Grading is based on written examinations, in which students discuss basic theoretical issues in statistics and solve exercises.						
E-class:	http://eclass.uoa.gr/courses/PPP345/						

Code:	62PD229	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	COMPARATIVE EDUCATION						
Module Tutor:	Assistant Professor Georgios Passias						
Description:	Comparative Education as a multidisciplinary epistemic paradigm (content and context). Comparative Education methodology : (theories and practices). CE historical evolution and transformations through modernity (18^{th}-20^{th}). The genesis of the national education systems. The educational borrowing. The internationalization of the educational issues. Education at late/post/second modernity's societies (globalization, knowledge societies, risk societies). The national education systems in the European context : Traditions, structures, models, systems of knowledge. European Union and Education (1992-2010) : Discourses, policies and action programmes. The Lisbon Strategy in education. The Bologna process in higher education. Comparative Education in Greece (phases, periods, institutions, courses, areas of study).						

Code:	**62PD208**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**CURRENT ISSUES ON SPECIAL EDUCATION**						
Module Tutor:	**Associate Professor Angeliki Gena**						
Description:	This is an advanced course in special education requiring that students are familiar with introductory issues in special education. Various important issues of special education will be reviewed in depth, such as co-education and social inclusion, best-practice approaches, evidence-based treatment, and various methodological issues pertaining to conducting research in the field of special education.						

Code:	**62PD190**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**ENTREPRENEURSHIP**						
Module Tutor:	**Assistant Professor G. Papakonstantinou**						
Description:	The aim of this course is to sensitise students in entrepreneurship, business development initiatives, and the design and development of business ideas. Content of the course: • The entrepreneur: concept and content • business, the economy and importance of small businesses • Diversity in Entrepreneurship • Innovation and Entrepreneurship • Design and develop business plans						

DEPARTMENT OF PSYCHOLOGY

CONTENT OF MODULES

REQUIRED MODULES
(for all the students in Philosophy, Pedagogy and Psychology)

Code:	**PSY 03**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall/Spring**
Title:	**DEVELOPMENTAL PSYCHOLOGY**						
Module Tutor:	**Lecturer Asimina Ralli**						
Description:	Developmental Psychology is offered as a required and elective course for students of the Faculty of Philosophy, Education, and Psychology as well. It is taught both in the fall and spring semester (3 hours per week) and it corresponds to 5 credits according to the ECTS system. The content of the course comprises the following: • Basic concepts and theories in Developmental Psychology • Developmental characteristics in infancy and preschool age • The course of physical growth for school age children and adolescents • Early and Delayed puberty • Cognitive, linguistic and social development for school children and adolescents • The personality in adolescence • Moral development • Schooling • Family and school • Difficulties in school adjustment						
E-class:	http://eclass.uoa.gr/courses/PPP269						

Code:	**PSY 10**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**SCHOOL PSYCHOLOGY**						
Module Tutor:	**Professor Chryse Hatzichristou**						
Description:	I. School psychology as science and profession • School psychology specialization • Education & training • Legal framework, professional associations • School psychological services in Greece and other countries II. Psychological and psycho-educational assessment- Intervention programmes • Psychological and psycho-educational assessment of children & adolescents • Learning disabilities intervention programmes • Primary and secondary prevention programmes in the school community III. Psychological Health Services for children & adolescents IV. Future directions and prospects • School Psychology development in different countries: Similarities, differences, common perspectives/Current approaches • Future directions & perspectives for the development of School Psychology and provision of psychological services internationally and in the Greek educational system						
E-class:							

Code:	**PSY 11**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**SOCCIAL PSYCHOLOGY I**						
Module Tutor:	**Associate Professor Aikaterini Gari**						
Description:	This course is an introduction to Social Psychology. Specifically, basic definitions, theory and implementations of Social Psychology, along with an analytic approach of sociopsychological basic methods and research strategies are discussed first. Five fundamental areas of Social Psychology are following: a) values, value priorities and universal values, b) attitude change and theories on attitude-behavior relation, d) stereotype, prejudice and identity, d) attribution theories and e) group dynamics (compliance and obedience, polarization, cooperation and competition, leadership). Specific review articles and research papers are analyzed in separate meetings, of two hours duration, with a group of students who select to participate and write an essay with a reviewing or an empirical perspective.						
E-class:							

Code:	PSY 22	ECTS:	5	Type:	Required	Semester:	Spring
Title:	DEVELOPMENTAL PSYCHOPATHOLOGY						
Module Tutor:	Professor Elias Besevegis						
Description:	In the first part of the course basic concepts and terms within the area of psychopathology are introduced and methodological issues are discussed, mainly in their relation to development. The second part of the course deals with representative (in terms of developmental period) examples of syndromes, which refer to such areas as cognitive, emotional and psychosocial development. Such examples are: Autism, mental deficiency, ADHD, depression, phobias etc. When practically possible, visits are arranged to special schools and / or child care centers, where students are directly exposed to cases of abnormal development, which are discussed in class.						
E-class:							

Code:	PSY 32	ECTS:	5	Type:	Required	Semester:	Spring
Title:	COGNITIVE PSYCHOLOGY I						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	The following topics are covered during the lectures: Definition and history of Cognitive Psychology. Research methods of cognitive psychology (experimental, neuroimaging, simulations, AI, etc.). Biological bases of cognition. Information-processing theory. Mental representations. Cognitive psychology and cognitive science. Attention, perception, memory and learning.						
E-class:	http://eclass.uoa.gr/courses/PPP146/						

REQUIRED ELECTIVE MODULES

(for all the students in Philosophy, Pedagogy and Psychology)

Code:	PSY 31	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES						
Module Tutor:							
Description:	In the beginning, the concept and the types of individual differences (interpersonal, inner personal and between groups) are described, as well as the value of their description especially for psycho educational purposes. Individual differences are being in detail elaborated in relation to both principal sectors of human behavior: cognition and personality (personality traits, interests, attitudes, emotion, interpersonal relationships, etc.) Inner personal differences are also discussed briefly as well as cases of severe deviations from mean – normal. Psychometric techniques (tests, questionnaires) used for the assessment of all types of individual differences are presented.						
E-class:	http://eclass.uoa.gr/courses/PPP105/						

Code:	PSY 33	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOLOGY OF LEARNING						
Module Tutor:	Assistant Professor Anna Pagoropoulou-Aventissian						
Description:	Much research on learning and behavior is aimed at developing general principles that are applicable both to people and to other species, in a wide variety of situations. In everyday life, classical conditioned responses can be seen in our emotional reactions to many different stimuli. Aversive counter conditioning is used to replace positive responses to certain stimuli (alcohol, cigarettes, etc) with negative responses. The procedure of shaping involves reinforcing any small movement that comes closer to the desired response, and then gradually changing the criterion for reinforcement until the desired behavior is reached. Shaping is a common part of many behavior modification procedures. Negative reinforcement, avoidance and punishment introduce unavoidable aversive events, which may lead to helplessness and depression in human beings. According to the social learning theory, behavior is shaped through simply observing and imitating ‹or modeling› the behavior of others. Thus, the modeling effect, the eliciting effect and the inhibitory/disinhibitory effect are discussed, as well as the very important theory and research on self efficacy.						
E-class:							

Code:	PSY 39	ECTS:	5	Type:	Required	Semester:	Spring
Title:	CARRER COUNCELING						
Module Tutor:	Professor Despoina Sidiropoulou-Dimakakou						
Description:	This course introduces the students to theory and practice of career counseling. It analyzes clients' demands, the underlying problems, the counselor-client interaction, and the necessary counseling skills. Additionally the stages of screening, contracting, and exploring are discussed. Furthermore, the course examines how the use of tests, questionnaires, and occupational information can assist the process of career counseling. Finally, special issues are examined, e.g.: career counseling in organizations, borders between career and personal counseling, professional challenges and dilemmas that career counselors face, and self-management for career counselors. Tutorial classes are offered where the students are trained in counseling interview, and in decision making skills.						
E-class:							

Code:	PSY 45	ECTS:	5	Type:	Required	Semester:	Spring
Title:	PSYCHOLOGY OF MOTIVATION						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychology of Motivation" addresses the question "why people behave the way they do". What internal and/or external forces initiate and direct the individual's behavior? Individuals' motives of behavior are examined from different biological, behavioral and cognitive perspectives. Examples are the more classical theories, such as is the ethological approach, Maslow's hierarchy of needs, classical and operant conditioning, as well as more current cognitive approaches, such as Kurt Lewin's Force Field Theory, achievement motivation, attribution, cognitive dissonance, goal-setting, and self-determination, theories. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories. Students' final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:							

Code:	PSY 53	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOLOGY OF LANGUAGE						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	Definition and characteristics of language. The ontogenesis of speech. Human language, ape language and artificial intelligence. Phonetic, phonological, lexical, morphologic, syntactic and pragmatic data. The biological bases of language and its development. The relations of language and thought. Word recognition, mental lexicon structure, models of interpretation of the psychological meaning of words.						
E-class:							

Code:	PSY 75	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	SCHOOL PSYCHOLOGICAL COUNCESING						
Module Tutor:	Professor Chryse Hatzichristou						
Description:	I. School psychology and counseling • Counseling methods • Counseling intervention: Individual, group, system II. Counseling process • Counseling process, counseling stages • Counseling skills • Counseling relationship • Generalization and maintenance of counseling results • Non expert provision of psychological help III. Psychological consultation in schools • Definition & conceptual frameworks • Dimensions, characteristics and stages of consultation • Theoretical models of consultation in schools • Education & training of professional consultants IV. Psychological interventions for children & adolescents • Theoretical approaches (humanistic, behavioral, cognitive, psychodynamic, ecological-systemic) • Training in acquiring social skills • Short term interventions • Play therapy • Children in session: Basic principles • Group counseling with children and adolescents V. Crisis intervention in the school community • Types of crisis • Stages of crisis • Goals for crisis intervention • General principles for crisis intervention • Crisis management teams in schools • The role of the school psychologist in a crisis situation						
E-class:							

Code:	PSY 76	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	FAMILY AND SCHOOL PREVENTION AND INTERVENTION						
Module Tutor:	Professor Chryse Hatzichristou						
Description:	I. Prevention and promotion of psychological health in families and schools • Family and school systems • School-Family interaction • Dimensions of parental and teacher roles • Counseling, consultation, intervention programmes II. School Psychology: Current theoretical approaches • Intervention programmes at system level. • Effective schools • Schools as caring communities • Promotion of resilience & psychological well-being in the school community • Multiple intelligence, emotional intelligence, emotional learning III. Crisis and transition stages in family and school life • Prevention and intervention • Losses in the lives of children: Children's reactions and adaptation, family & school consultation • Death, serious illness • Parents' divorce • Child abuse • Crisis management in family and schools: Primary and secondary intervention programmes						
E-class:							

Code:	PSY 84	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOLOGY OF COMMUNICATION: PSYCHODYNAMIC APPROACH						
Module Tutor:	Professor Klimis Navridis						
Description:	Both interpersonal and mass communication set the essential question of subject and object relation, and that of the relationship between the internal psychic space and the relational space of meeting the Other, as well as objects of communication in general. The psychodynamic approach of the psychology of communication therefore, consider that aspect of communication in which mentally registered early communicative experiences can return unconsciously to the present and define the way in which individuals, through identifications and projections, perceive, not only others and the media, but also themselves in their relations with them and with the Media. The psychodynamic approach, based on psychoanalysis, namely tends to historicize communicative present and examine it mainly on its evolutionary dimension. In the context of this course, we will focus primarily on interpersonal communication issues. We will provide students with relative bibliography and propose them to take on small theoretical or empirical essays.						
E-class:							

Code:	PSY 90	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	APPLIED COGNITIVE PSYCHOLOGY						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	The following topics are covered: History and methods of applied cognitive psychology; memory improvement; everyday memory; face identification; working memory and performance limitations; biological cycles and cognitive performance; drugs and cognitive performance; intuitive statistics, judgements and decision making; dyslexia; human-computer interaction; divided attention and dual-task performance.						
E-class:	http://eclass.uoa.gr/courses/PPP164/						

Code:	PSY 91	ECTS:	3	Type:	Elective	Semester:	Summer
Title:	PSYCHOEDUCATIONAL APPROACHES FOR THE INTERVENTION OF LEARNING DISABILITIES						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	The aim of this course is to discuss evidence based intervention models for learning disabilities. It consists of the following thematic units: Typical developmental stages of literacy. Description of the characteristics of different types of intervention Programmes, i.e., intervention models for reading difficulties (decoding and fluency), comprehension, and writing (spelling, free writing). Emphasis is placed on phonological awareness, vocabulary, cognitive and metacognitive skills. Design of individual education plans. Intervention Programmes at the school level (e.g. Response to Intervention model). Effectiveness characteristics of intervention approaches for learning disabilities. Throughout the course, examples of specific intervention models are analysed through written reports and videos.						
E-class:	E-class: http://eclass.uoa.gr/courses/PPP291/ available in Greek.						

REQUIRED MODULES
(FOR THE STUDENTS WITH A MAJOR IN PSYCHOLOGY)

Code:	PSY 06	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	ADOLESCENT PSYCHOLOGY						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	Adolescence as the transitional stage between childhood and adulthood. Adolescents' profile in contemporary society. Biological and psychosexual development. Teenage pregnancy. Young mothers. Profile of young mothers. The adolescent body-image. Sex education. Social development. The adolescent society: various subgroups, peer groups. Adolescent and his family. Parents and adolescents in conflict. Parents' absence. Mixed weddings. Adolescents and school. Adolescent employment and jobs. Young person with unethical or dishonest behaviour. Pre-delinquency and juvenile delinquency.						
E-class:							

Code:	PSY 09	ECTS:	5	Type:	Required	Semester:	Spring
Title:	SCHOOL PSYCHOLOGY: CONNECTING THEORY AND PRACTICE						
Module Tutor:	Professor Chryse Hatzichristou						
Description:	I. School Psychology as science and profession • School psychology as specialty of psychology • The role of school psychologists • Provision of school psychological services in Greece and other countries II. School prevention and intervention programmes • Levels of prevention and intervention • Planning, application and evaluation of intervention programmes • Primary and secondary intervention programmes in schools • Intervention programmes at system level • Crisis intervention programmes in the school community III. School prevention and intervention programmes in the Greek educational system • A model for linking theory, research and intervention in the Greek educational system. Conceptual framework, development and evolution phases • Social and emotional learning in schools. Development, implementation and evaluation of an intervention programme • Intervention at a system level. Development of school networks						
E-class:							

Code:	PSY 12	ECTS:	5	Type:	Required	Semester:	Spring
Title:	SOCIAL PSYCHOLOGY II						
Module Tutor:	Associate Professor Aikaterini Gari						
Description:	The aim of this spring semester course on Social Psychology is to analyze in depth the dynamics of interpersonal relationships within the context of social interaction. Its basic dimensions are the following: Communication and interpersonal relationships through basic approaches (psychoanalytic and systemic), verbal and non-verbal communication, aggression, close relationships within social interaction. Some basic experiential activities are employed for the study of specific relations (friendship, work relations, siblings) in different social and cultural settings. In addition, specific review articles and research papers are analyzed, from the areas of Sociology and Social Psychology, in separate meetings, of two hours duration, with a group of students who select to participate and write an essay with an empirical perspective.						
E-class:							

Code:	PSY 36	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	CAREER ASSESMENT & GUIDANCE						
Module Tutor:	Professor Despoina Sidiropoulou-Dimakakou						
Description:	This course examines the general purposes of appraisal and assessment in career guidance. It introduces the students to the career development theories, which constitute the theoretical framework for the various career assessment tools, e.g. psychological career development theories (Holland, Roe, Bordin, Ginsberg, Super, Tiedemann-O'Hara, Krumboltz), non-psychological theories, and complex theories. The course includes the discussion of issues such as: use of psychometric tools throughout history, advantages and restrictions in using psychometric instruments, requirements for the use of career assessment tests and inventories. Finally, the role of the career counselor in career assessment and the necessary training, that he/she needs in order to be able to use psychometric tools, are discussed. Tutorial classes are offered where the students are trained in the use of career interest and career decision making inventories, qualitative assessment methods, and writing a curriculum vitae.						
E-class:							

Code:	PSY 41	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	ADJUSTMENT DIFFICULTIESS IN SCHOOL AND FAMILY						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	This course consists of a theoretical part (duration: 2 hrs) and a Seminar with practical exercises (duration: 1 hour) Theoretical Part: Introduction to the cognitive- behavioral paradigm, which constitutes the theoretical basis of explanation and intervention in children and adolescents with adjustment difficulties. Behavior analysis as well as techniques and methods of treating problems are presented. The following selection of adjustment difficulties constitute some of the most frequently displayed problems such as Attention Deficit with or without Hyperactivity Disorder, aggressive behavior, fears and anxiety, school drop-out, study skills deficits and so on. Great emphasis is put on Parents – School cooperation in relation to children's difficulties. Seminar: The Seminar is based Molnar & Lindquist Eco-systemic Approach of intervention of children's adjustment difficulties in the school- class. This model has been adjusted to the Greek reality and all the examples are drawn from experiences in Greek Schools.						
E-class:							

Code:	PSY 42	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOSOCIAL PROBLEMS OF SCHOOL-AGE CHILDREN AND ADOLESCENTS						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychosocial Problems of School-Age Children and Adolescents" examines the effect of different psychosocial risk factors on youth's adaptation and mental health. The effect of proximal-context risk factors, such as parents' divorce, mental health problems, and child abuse, as well as societal-level risks, such as poverty and immigration, on youth's quality of adaptation with respect to core developmental tasks (e.g. school and social competence, positive conduct, identity formation), and on the presence of externalizing and/or internalizing symptoms, is examined. The issues are approached from a risk and resilience perspective, focusing not only on risk and problematic outcomes, but also on positive adaptation and the absence of mental health problems in spite of the presence of risk. Both ex cathedra presentations and small seminars are conducted. During the seminars students present and discuss papers focusing on the effect of particular risk factors. Students' final class grade is based on their performance in the final examination and on their active participation in these seminars.						
E-class:	http://eclass.uoa.gr/courses/PPP110/						

Code:	PSY 43	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOLOGY OF PERSONALITY						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychology of Personality" focuses on individual differences in patterns of thought, emotion, motivation, and behavior. First, core concepts and principles of the psychoanalytic, behavioral, cognitive-behavioral, humanistic, and biological approaches to personality, as well as of trait theories (Big Five Factor Model), are examined. Second, different issues that have attracted the research interest of personality psychologists, such as the relationship of personality to physical illness and to intelligence, and the person-situation controversy, are discussed. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories or to these issues. Students' final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:	http://eclass.uoa.gr/courses/PPP109/						

Code:	PSY 44	ECTS:	5	Type:	Required	Semester:	Spring
Title:	COUNSELING PSYCHOLOGY						
Module Tutor:	Assistant Professor Philia Issari						
Description:	The course includes the following topics: • Introductory concepts of Counseling Psychology • Major theoretical approaches to counseling and psychotherapy • Counseling relationship, counseling process and issues faced by beginning counselors • Experiential Approach Development of basic counseling skills Role Playing and Audio/Video/DVD Tools						
E-class:							

Code:	PSY 54	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOLOGY OF LEARNING DISABILITIES						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	This course aims to familiarize students with the fundamental concepts and the current theoretical approaches regarding learning disabilities. It consists of the following thematic units: The conceptual framework of learning disabilities. Definitional issues. Dimensions of learning disabilities. Causal models. Classification models of learning disabilities. Cognitive, metacognitive, learning and psychosocial characteristics of learning disabilities. Assessment methods and tools, including formal and informal procedures. Classroom and individualized intervention models for learning disabilities and provision of school psychological services.						
E-class:	http://eclass.uoa.gr/courses/PPP363/ available in Greek.						

Code:	PSY 56	ECTS:	5	Type:	Required	Semester:	Spring
Title:	CROSS-CULTURAL PSYCHOLOGY						
Module Tutor:	Assistant Professor Vasilis Pavlopoulos						
Description:	Cross-Cultural Psychology is a required course for Psychology students. It is offered as an elective course for students of the Faculty of Philosophy, Education, and Psychology as well. It is taught in the spring semester (3 hours per week) and it corresponds to 5 credits according to the ECTS system. The content of the course comprises the following: Goals and scope of Cross-Cultural Psychology, historical roots and relations with other disciplines; methodological issues: the emic-etic distinction, levels of analysis, data equivalence; similarities and differences in behavior across cultures: cognitive styles, intelligence, child development and cultural transmission, personality and social behavior, values, individualism and collectivism, gender behavior, aggressive behavior; acculturation and intercultural relations. Grading is based on (a) a 3-hour written exam, or alternatively (b) a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						
E-class:	http://eclass.uoa.gr/courses/PPP100/						

Code:	PSY 62	ECTS:	5	Type:	Required	Semester:	Fall
Title:	STATISTICS IN BEHAVOURAL SCIENCE I						
Module Tutor:	Associate Professor Kostas Mylonas						
Description:	Statistical analysis as a concept and a tool; variables; measures and metric scales. Probability concepts and variable distributions; distribution forms and properties. The concept of central tendency; the concept of dispersion; central tendency statistics; dispersion statistics. The bivariate distribution and its extension to more than two variables; graphical representation of statistical outcomes. Scattergram applications and statistical assumptions. The correlation coefficient. Individual scores' evaluation and standardisation statistics. Introduction to statistical inference.						
E-class:							

Code:	PSY 81	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGY OF GROUPS: PSYCHODYNAMIC APPROACH						
Module Tutor:	Professor Klimis Navridis						
Description:	How does the idea of belonging in a group forms in a person's mind, and what does this mean for him? How do people affect each other in the group? How does the group change and how do the members experience this change? These are some of the questions that will be dealt in this particular lesson. The psychology of groups is one of the youngest branches of psychology and there is a variety of areas in which it is referred and applied: education and the workplace in general, psychotherapy, counseling, management etc. In each of these areas teamwork mediates in human relationships with themselves and with their internal objects, human and nonhuman, in their relations, i.e., with others and with things. Teaching will combine theoretical knowledge with a more experiential element, assuming a more active and personal involvement on the students' part in the educational process. For this purpose, students will be alternatively proposed to participate in specific educational group experiences. At the end of the semester the participants will be asked to deliver small-scale essays, in which they will, in a theoretical way, deal with observations from their personal involvement in the experiential component of the course.						
E-class:							

ELECTIVE MODULES
(FOR THE STUDENTS WITH A MAJOR IN PSYCHOLOGY)

Code:	**PSY 14**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**ECOLOGICAL AND ENVIRONMENTAL PSYCHOLOGY**						
Module Tutor:	**Assistant Professor Vassilis Pavlopoulos**						
Description:	Ecological and Environmental Psychology is an elective course for Psychology students and for students of the Faculty of Philosophy, Education, and Psychology. It is taught in the fall semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The content of the course comprises the following: Goals and scope of Ecological and Environmental Psychology, definition of basic terms; historical roots and relations with other disciplines; methodological issues; structural and dynamic properties of behavior settings; environmental perception, description and evaluation; cognitive maps; proxemics and social interaction: personal space, territoriality, privacy; environmental stress: noise, crowding, pollution; psychological consequences of natural and technological disasters; built environment and behavior: school, work, and health settings. Grading is based on (a) a 3-hour written exam, or alternatively (b) a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						
E-class:	http://eclass.uoa.gr/courses/PPP105/						

Code:	**PSY 17**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**FAMILY: SOCIO-PSYCHOLOGICAL ANALYSIS**						
Module Tutor:	**Associate Professor Aikaterini Gari**						
Description:	The module content covers a range of topics including: ▪ family in Sociology and in Social, Historical and Cultural Anthropology ▪ the family structure and functioning from a social psychological perspective ▪ a framework of various family forms and structures with an emphasis into the psychological dimensions and the social support that they provide, ▪ knowledge and understanding of the major issues regarding the psychological dimensions of the modern Greek family (family form and structure, procedures of interdependence within the extended family, the impact of cultural characteristics to psychological variables) ▪ an introduction to family theories combined with some implications for intervention.						
E-class:							

Code:	**PSY 30**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**PSYCHOLOGY OF PERSONALITY**						
Module Tutor:	**Professor Frosso Motti-Stefanidi**						
Description:	The class “Psychology of Personality” focuses on individual differences in patterns of thought, emotion, motivation, and behavior. First, core concepts and principles of the psychoanalytic, behavioral, cognitive-behavioral, humanistic, and biological approaches to personality, as well as of trait theories (Big Five Factor Model), are examined. Second, different issues that have attracted the research interest of personality psychologists, such as the relationship of personality to physical illness and to intelligence, and the person-situation controversy, are discussed. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories or to these issues. Students’ final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:							

Code:	PSY 34	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	LANGUAGE DEVELOPMENT AND LANGUAGE DIFFICULTIES						
Module Tutor:	Lecturer Asimina Ralli						
Description:	The Module "Language development and language difficulties" is an elective course for Psychology students. It is taught in the spring semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The content of the course comprises the following: • Developmental course of language in children and adolescents • Definition of language, speech and communication • Current theories of language development • Prerequisites of language development • Critical periods in the process of language acquisition • Preverbal communication, Language development in infancy, preschool age, school age, adolescents • Methods for assessing language skills • Cross-cultural data on language development • Language development and bilingualism • The contribution of family and school on language development • Language difficulties – description and terminology • Explanatory models of language difficulties • Categorization of language difficulties (phonological difficulties, difficulties in semantics, grammar and pragmatics) • Cognitive and psychosocial characteristics of children with language difficulties • Language difficulties and learning difficulties • Identification and assessment of children with language difficulties, the role of psychologist • General principles of intervention programmes for language difficulties • Development of speech, language and communication in children with autism and Down syndrome. Grading is based on (a) a 3-hour written exam, or alternatively (b) a 3-hour written exam and a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic.						
E-class:	http://eclass.uoa.gr/courses/PPP287						

Code:	PSY 40	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOPATHOLOGY						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	Course description: The course is an introduction to adult psychopathology. More specifically, the following issues are examined and discussed: 1. Introductory observations: • Problems in defining psychopathology • Cultural dimensions • Developmental parameters • Classifications systems: *Diagnostic and Statistical Manual of Mental Disorders- IV –Revised (DSM-IV-R), International Classification of Diseases 10- (ICD-10) Psychodynamic Diagnostic Manual (PDM)* 2. Historical review of psychopathology 3. Contemporary approaches to psychopathology • Biological-neuro-scientific approach • Psychoanalytic approach • Cognitive- behavioral approach • Humanistic- existential approach • Social- cultural approach • Family systems approach						

	• Research: epistemology, quantitative methods, qualitative methods, ethics 4. Psychopathological syndromes A. Anxiety Disorders B. Somatoform Disorders C. Dissociative Disorders D. Personality Disorders E. Psychoses F. Mood Disorders G. Eating Disorders H. Substance-Related Disorders I. Psychosomatic Disorders J. Sexual and Gender Identity disorders K. Organic Syndrome The basic diagnostic criteria are described and clinical examples are given for each disorder. Major theoretical approaches and empirical findings regarding etiology and intervention are examined.
E-class:	

Code:	**PSY 51**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**CLINICAL PSYCHOLOGY I**						
Module Tutor:	**Assistant Professor Lissy Kanellopoulou (Teaching assistants: Dr. Konstantinos Efthumiou & Dr. Anastasia Sofianopoulou)**						
Description:	This course consists of a theoretical part (2h) and a seminar (1h). The theoretical lectures cover the main issues of current Clinical Psychology. The field is defined with reference to its history and then the main theoretical models for the understanding and the treatment of mental disorders are presented. The role of clinical psychologists is discussed at length with emphasis on specific forms of psychopathology as within wider community interventions. The seminar is devoted to research issues within the field of Clinical Psychology. Since the prevailing model in Clinical Psychology is that of the scientist-practitioner it is necessary for future (clinical) psychologists to be able to read and utilize the results of clinical studies. A thorough presentation of the specific research strategies used in clinical research is combined with one or two research projects in which students participate actively. The seminar is obligatory for students of the Programme of Psychology.						
E-class:	http://eclass.uoa.gr/courses/PPP155/						

Code:	PSY 61	ECTS:	5	Type:	Required	Semester:	Spring
Title:	RESEARCH METHODS IN PSYCHOLOGY						
Module Tutor:	Associate Professor Kostas Mylonas						
Description:	Basic concepts and Philosophy of Science background; types of and stages in scientific research; selection and formulation of the research problem; construct and operational definitions. Fundamental concepts in sampling and probability theory; sampling methods; extraneous effects on the correlation coefficient. Research designs (exploratory, correlational, causal and experimental), introduction to experimental methodology. Sample selection, probability theory and sample size; extraneous variables, control of extraneous effects. Basic concepts in measurement theory, research instruments and procedures in data collection, research instrumentation (questionnaire, interview, observation methods). Preparation of the research report.						
E-class:							

Code:	PSY 79	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	FAMILY AND DEVELOPMENT						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	Discussion of the history of the different approaches of families. The General Systems Theory and the family as a system. The life cycle of a family. The family as a context of development for the child. Family functioning evaluation. Parenting, communication, roles, dysfunction and their results (emotional and academic) on children.						
E-class:							

Code:	PSY 92	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGICAL AND PSYCHOEDUCATIONAL ASSESMENT IN THE SCHOOL SETTING						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	This course reviews current approaches for the multidimensional psychological assessment of school age children. The thematic units are the following: Historical issues and current approaches of psychological assessment. Nature and characteristic of assessment. Intelligence testing. Formal and informal assessment procedures. Curriculum based assessment, authentic assessment. Assessment of cognitive processes. Assessment of learning strategies and study skills. Assessment of social and emotional adjustment, attitudes and motivation. Computerised assessment. Assessment of special groups. Code of ethics. Throughout the course, students have the opportunity to look at different tools employed for the assessment of the different areas discussed above.						
E-class:	http://eclass.uoa.gr/courses/PPP362/ available in Greek.						

Code:	PSY 94	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	CURRENT APPROACHES IN COUNCELING PSYCHOLOGY						
Module Tutor:	Assistant Professor Philia Issari						
Description:	Socio-cultural and historical roots of Counseling Psychology • Current theoretical approaches and trends in Counseling Psychology • Narrative Counselling (constructivist and social constructionist approaches Feminist Counseling • Experiential Approach • Skill development Role Playing and Audio/Video/DVD Tools						
E-class:							

Code:	**PSY 105**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**CARREER ASSESMENT & GUIDANCE OF PEOPLE WITH SPECIAL NEEDS**						
Module Tutor:	**Professor Despoina Sidiropoulou-Dimakakou**						
Description:	This course examines the career development of people with physical and/ or mental disability. Within the context of the course the terms “person with disability” and “person with impairment” refer only to people whose disability or impairment affect their career development in such a degree that special attention to this characteristic is required. In particular, the course examines the following issues: disability’s influence to career development, social stereotypes that prevent the inclusion of people with disabilities to the labour market, career development theories and career guidance models for people with special needs, coaching and mentoring procedures, and career assessment methods. Furthermore, within this course the European projects for career guidance of people with disabilities are presented, and the results of various relevant researches are discussed.						
E-class:							

PROGRAMMES OF POST-GRADUATE STUDIES

POSTGRADUATE PROGRAMME

IN PHILOSOPHY

General provisions

The P.G.P. (Postgraduate Programme) "PHILOSOPHY", was established in 1999 with two majors: "History of Philosophy" and "Systematic Philosophy". The Programme was revised in 2004, with the addition of the "Ethics" major. Since 2011, the only available P.G.P. is on Ethics.

Subject-Aim

Aim of the **Ethics** Postgraduate Studies Programme, is to promote knowledge and research in Philosophy and particularly in Ethics. The subject matter of the Postgraduate Studies Programme is to offer specialized knowledge on General and Applied Ethics. Evenly, if not primarily, the Programme focuses on the study of real life problems that arise due to the development of technology and science, which create a new range of ethical dilemmas. This knowledge will be utilized to study and examine in depth aspects of life that belong to the field of Ethics. Students will get in touch with issues related to Ethics, and mostly environmental ethics, human relationship ethics, work ethics, bioethics-medical ethics and deontology, globalization, human rights, technology, business and economy. The ultimate purpose is to promote approaches that will bridge the gap between theory and empirical research and practice, so that alternative models of individual and collective development can be formulated.

It is expected that upon completing their studies, the postgraduate students will be aided:

a) In achieving new scientific achievements and
b) In responding to the job market needs for specialized scientists, trained in theory, research and practical application of ethics.

More specifically, the P.G.P. "Ethics" aims at offering postgraduate specialization of scientists in systematic and applied philosophy ethics.

Postgraduate degrees

The Postgraduate Programme students are granted a Master's degree and are eligible for acquiring a PhD in Philosophy.

Graduate classification

Graduates of Higher Education Institutions (AEI) and Technical Education Institutions (TEI) of Human and Natural Sciences, are accepted after written examinations, in this Programme of Postgraduate Studies leading to a Master's degree.

In case of TEI graduates whose prior studies are lacking the prerequisites for successfully attending the Postgraduate Studies, the Special Purpose General Assembly decides for the attendance and examination of modules at an undergraduate level.

Duration of Studies

The minimum duration for acquiring the degrees, as stipulated by article 3, is defined to four (4) semesters for the Master's degree.

Programme of Studies

A. MASTER OF ARTS

The modules of the Postgraduate Programme of Studies in Philosophy are the following:

1. The modules and seminars of the Programme of Studies to acquire a Master's degree of Specialization are provided in the form of regular and obligatory attendance.
2. The beginning of classes and seminars of the Programme is at the beginning of the academic year and attendance expands at a minimum of four (4) academic semesters. Each academic semester consists of at least thirteen (13) full weeks of teaching. In Semester A, students only attend classes. In the next two academic semesters, students attend classes and seminars. All the modules and seminars are being taught three (3) hours per week (2 hours of lecture – 1 hour of seminar).
3. To acquire the Master's degree of Specialization students must attend and be successfully examined in twelve (12) modules and seminars, as well as to prepare a thesis, which is being presented and evaluated by a Committee consisting of Academic Staff members. The modules of semester A aim to the familiarization of the student and his in depth involvement with the subject. The modules taught during this semester are prerequisites. For a student to continue his/her studies in semesters B, C, and D, he/she must be successfully examined in the prerequisite modules of semester A. The preparation of a Thesis, under the supervision of an Academic Staff member is conducted during semester D.
4. Changes, cancellations, additions or merging of modules and seminars, as well as any modifications to the Programme, can be made with a decision of the Minister of Education, Lifelong Learning and Religious Affairs, after justified decisions of the Postgraduate Programme Committee, based on the progress and the developments in the field of Human Sciences and the needs of the P.G.P., as long

as these do not alter its character. These modifications are listed in the operation regulation.

5. List of modules and seminars of the Postgraduate Programme of Studies in Philosophy.

Semester A:

1. Ethical Theories - 7,5 credits (ECTS)
2. Applied Ethics - 7,5 credits (ECTS)
3. Ethics and Religion - 7,5 credits- (ECTS)
4. Ethics, Politics, Law - 7,5 credits (ECTS)

Total: 30 credits

Semester B:

1. Social Philosophy – 7,5 credits (ECTS)
2. Intercultural Ethics – 7,5 credits (ECTS)
3. Business Ethics – 7,5 credits (ECTS)
4. Elective module – 7,5 credits (ECTS)

Total: 30 credits

Semester C:

1. Bioethics – 7,5 credits (ECTS)
2. Ethics and Technology – 7,5 credits (ECTS)
3. Environmental Ethics – 7,5 credits (ECTS)
4. Elective module – 7,5 credits (ECTS)

Total: 30 credits

Semester D:

1. Preparation of Thesis – 30 credits (ECTS)

List of elective modules::

1. Ancient Greek Ethics
2. Readings in Medieval and Renaissance Ethics
3. Modern Ethics in European Philosophy
4. Contemporary Ethics
5. Ethics and Administration
6. Ethics and Neurosciences
7. Ethics and Human Rights
8. Ethics, War, Terrorism
9. Medical Ethics and Deontology
10. Ethics and Art

The programme also requires:

- Active participation of the student in all research and training activities of the P.G.P. according to the specific provisions stipulated in the programme and the postgraduate studies regulation.
- Presentation of the research findings of the P.G.P. in meetings of the Faculty and other acknowledged scientific Institutions.
- With a decision of the Special Purpose General Assembly, credits from other P.G.P. of the Athens University or other Higher Education Institutes can be acknowledged.

The Committeee of the Postgraduate Programme in Philosophy, in the context of the beginning of classes for academic year 2011-2012 (fall-spring), decided to assign teaching duties as follows:

SEMESTER A (FALL)

1. **Theoretic Ethics**:
   Professor Th. N. Pelegrinis – Professor A. Manos – Dr. K. Papalexiou
2. **Applied Ethics**:
   Lecturer E. D. Protopapadakis – Dr. F. Panagopoulou
3. **Ethics and Religion**:
   Assistant Professor G. Arabatzis
4. **Ethics, Politics, Law**:
   Lecturer G. Kakoliris – Dr. E. Prokopiou

SEMESTER B (SPRING)

1. **Social Ethics**:
   Lecturer G. N. Politis – Dr. Th. Tsouhlos
2. **Intercultural Ethics**:
   Assistant Professor G. Steiris – Assistant Professor M. Mantzanas – Associate Professor E. Theodoropoulou
3. **Ethics and Business**:
   Lecturer S. Fournaros – Dr. V. Arvanitis
4. **Elective Module**

Ethics and Human Rights
Dr. V. Arvanitis – Dr. Th. Tsouhlos

Medical Ethics and Deontology
Dr. T. Kiriakou

SEMESTER C (FALL)

1. **Bioethics**

Dr. P. Papaioannou
Dr. G. Kosteletos

2. Technology and Ethics
Dr. A. Gounaris

3. Environmental Ethics
Lecturer E. D. Protopapadakis
Dr. A. Tsakalou

4. Elective modules:
4.1 **Ancient Greek Ethics**:
Professor A. Manos – Dr. K. Papalexiou
4.2 **Readings in Medieval and Renaissance Ethics**
Emeritus Professor N.G. Politis – Emeritus Professor K. Niarchos
4.3 **Modern Ethics**:
Associate Professor E. Potamianou – Lecturer E. Leontsini – Dr. A. Lagios
4.4 **Ethics, War, Terrorism**:
Dr. A. Kontodimopoulos
4.5 **Ethics and Art**:
Professor A. Glycofrydi-Leontsini

Number of students

The number of postgraduate students enrolled per year in the P.G.P. ETHICS is defined by the Postgraduate Programme's Committee to up to twenty (20). It is possible to accept one additional student, with a scholarship in a related subject by the State Scholarships Foundation.

Personnel

The modules of the P.G.P. will be taught by Academic Staff members of the Faculty, as specified by the Presidential Decree 407/80, invited professors from other Universities of the country, as well as special researchers and visiting professors from Universities abroad, with specialties related to the P.G.P., with a PhD and adequate research and publishing activity, as well as emeriti/ae professors.

Materials and Infrastructure

For this programme, the existing infrastructure of the Faculty of Philosophy, Pedagogy and Psychology will be used, which is considered adequate. The classroom required for the seminars will be provided by the University, employing space available to the Faculty of Philosophy, Pedagogy and Psychology.

PHILOSOPHY POSTGRADUATE PROGRAMME COMMITTEE

Director: Professor Theodosios Pelegrinis, 210-7277539

Members: Associate Professor Elsi Mpakonikola-Yiama, 210-7277547

Associate Professor Panagiotis Pantazakos, 210-7277537

SECRETARIAT

Tel.: 210-7277963

Kosmas Sarimpalidis, 210-7277535

PROGRAMME OF POST GRADUATE STUDIES
"THEORY, PRACTICE AND EVALUATION OF EDUCATIONAL WORK"

DIRECTOR: ASSOCIATE PROFESSOR EVANGELIA FRIDAKI

REGULATIONS

1. Brief information on the history and the aims of the *Programme*

The Post Graduate Study Program "Theory, Practice and Evaluation of Educational Work" stemmed from the revision of the *Programme* "Theory,Practice and Evaluation of *Teaching*", which was established in the 1994-1995 academic year (Government Gazette 55/28.1.94). In its new form, the *Programme* is in operation since the academic year 2010-2011 (Decision of the Special Purpose General Assembly of the Faculty dated 23.6.2010).

The Program was designed to serve the needs of teachers and those with an interest on educational issues. It covers seven fields of modern educational scholarship and more specifically:

1. Educational Planning and Teaching
2. Educational Evaluation
3. Environmental Education for Sustainable Development
4. Intercultural education
5. Digital Technologies in Education
6. Special Education
7. Educational Policy and Educational Administration

This post graduate program will ensure the requirements that will allow participants to respond to scientific work, so that as specialised educators they will be able to:

a. promote and apply new trends and practices in education,
b. facilitate the harmonization of Greek education and society with the European perspective,
c. staff educational units and services, agencies and research centers, which require this specialization and relate to the development and application of programs, the production of educational material, the organization and evaluation of educational work,

d. work as mentors in Schools, Centers or Institutes of life-long education and pedagogical training of student teachers, and

e. undertake pedagogical guidance, work as school consultants or other administrative personnel in the educational field.

By training specialised scientists in the above fields, the demands and needs of the modern scientific and educational fields will be met. Thus, the *Programme* contributes both in the scientific training of students and the expansion of their career prospects.

During the 16 years of operation of the *Programme*, 393 post graduate students have attended or are currently attending and a Master's degree was acquired by 315 of these students (data as of January 2010).

MODULES

The Programme "Theory, Practice and Evaluation of Educational Work" is a full-time program **with a duration of four semesters** (three semesters of coursework and one semester for preparation of the disseration). A student must obtain at least **44 teaching units and 120 ECTS credits**.

The post graduate program offers specialization in **seven different fields of specialisation:** (a) Educational Planning and Teaching, (b) Educational Evaluation, Environmental (c) Education for Sustainable Development, (d) Intercultural Education, (e) Digital Technologies in Education (f) Special Education, and (g) Educational Policy and Educational Administration. These disciplines are interdependent and interwoven in the notion of "educational work". **Classes** begin in October and end in June of each academic year and attendance of classes is obligatory. **Teaching hours** and student obligations are defined based on the structure of each academic semester and the content of the modules, as listed in the Study Guide and described by the System of Credits (ECTS). **Teaching duties** are assigned to Academic Staff members of the Pedagogy Faculty or other University Faculties of Greece and abroad or other scientists of acknowledged status and experience.

The modules of **semester A** are divided into three categories, depending on their aim and their number of teaching units and credits. The first category consists of **2 modules of a general nature**, common to all seven specialisations. These modules aim to provide the necessary basis of specialized pedagogical knowledge which will allow the formulation of a concrete, uniform approach to the Educational Work – irrespective of the post graduate students' specialisation– in terms of quality, adequacy and global approach of the subject. The second category includes the **introductory module of each specialisation field**, which is required for the students and aims to an essential introductory review of the subject that each student has selected. The third category consists of **elective modules**, with the students being required to select at least one of them. The option to select refers to the introductory courses of the other specialisation and the module Sociology of Education and can be made in either semester A or semester C, offering students the opportunity to expand their scientific horizons, according to their special pedagogical and scientific interests. In **semester B and semester C** the students attend the **modules of their specialisation** and participate in the respective **practical exercise**. In these semesters,

specialization has of a more systematic character, while special emphasis is placed on the development of skills that will enable the application of new knowledge to the field of education. Finally, in **semester D**, students prepare their **dissertation**, which represents 25% of the final grade. Thus, the program of studies has the following structure:

General and introductory modules – 1st semester

a. Methodology of Educational Research (required module, 3 units, 8 ECTS credits)
b. Design and Development of Educational Programs (required module, 3 units, 8 ECTS credits)

c1. Introduction to Educational Planning and Teaching: Theories of Learning and Teaching Methodology (required specialisation module 1, 2 units, 6 ECTS credits)

c2. Introduction to Educational Evaluation (required specialisation module 2, 2 units, 6 ECTS credits)
c3. Introduction to Environmental Education and Learning for Sustainability: Core concepts and approaches (2 units, 6 ECTS credits)
c4. Introduction to Intercultural Education (required specialization module 4, 2 units, 6 ECTS credits)
c5. Introduction to Digital Technologies in Education: Pedagogical Utilization of Digital Technologies (required specialisation module 5, 2 units, 6 ECTS credits)
c6. Introduction to Special Education (required specialisation module 2, 2 units, 6 ECTS credits)
c7 Introduction to Educational Policy and Educational Administration (required specialisation module 2, 2 units, 6 ECTS credits)
c8. Sociology of Education (required elective module, 2 units, 6 ECTS credits)
d. Required elective module out of the offered modules c1-c8 (in either semester A or semester C).

Specialisation Modules – 2nd and 3rd Semester (required modules)

FIRST SPECIALISATION: TEACHING AND EDUCATIONAL PLANNING

(2nd Semester)

a. Teaching Methodology of Specific Subjects (i. Ancient Greek, ii. Modern Greek, iii. Literature iv. History (6 units, 16 ECTS credits)
b. The teacher and the classroom: A reflective observation and evaluation of educational work (3 units, 8 ECTS credits)

Term dissertation (3 units, 10 ECTS credits)

(3rd Semester)

c. Principles and methods for the production of educational materials (3 units, 8 ECTS credits)
d. Practicum: School based teaching and research Practicum: School based training (8 units, 20 ECTS credits)

SECOND SPECIALISATION: EDUCATIONAL EVALUATION

(2nd Semester)

a. Student assessment - Psychometrics (3 units, 8 ECTS credits)
b. Educational Evaluation and Policy Analysis (3 units, 8 ECTS credits)
c. School Effectiveness and evaluation of educational work in schools

Term disseration (3 units, 10 ECTS credits)

(3rd Semester)

d. Qualitative evaluation methods – School ethnography(3 units, 8 ECTS credits)
e. Practical Exercise: Empowering school evaluation (8 units, 20 ECTS credits)

THIRD SPECIALISATION: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

(2nd Semester)

a. Principles of pedagogical design and evaluation in Environmental Education (3 units, 7 ECTS credits)
b. Current environmental issues and alternative ways of pedagogically addressing them (3 units, 7 ECTS credits)
c. Principles, fields of application και practices in lifelong learning for the environment and sustainability (3 units, 7 ECTS credits)
d. Philosophical και cross-disciplinary approaches to human-environment interrelationships (3 units, 7 ECTS credits)

Term dissertation (3 units, 10 ECTS credits)

(3rd Semester)

e. Students' training in the design of pedagogical activities and the creation of educational material in environmental education for sustainability (4 units, 12 ECTS credits)

f. Students' training in the design and implementation of research projects on environmental education and learning for sustainability (4 units, 12 ECTS credits)

FOURTH SPECIALISATION: INTERCULTURAL EDUCATION

(2nd Semester)

a. Theoretical Approaches to Multiculturalism at a macro and micro level. (3 units, 8 ECTS credits)
b. Theory and Practice of Intercultural Research (3 units, 8 ECTS credits)
c. Intercultural-Cross Cultural School Psychology (3 units, 8 ECTS credits)

Term dissertation (3 units, 10 ECTS credits)

(3rd Semester)

d. Intercultural Learning and Educational Policy (3 units, 8 ECTS credits)
e. School Practicum (8 units, 20 ECTS credits)

FIFTH SPECIALIZATION: DIGITAL TECHNOLOGIES IN EDUCATION

(2nd Semester)

a. Digital Technologies and Learning Processes (3 units, 8 ECTS credits)
b. Design of educational activities based on digital technologies
(Practical Exercise - 4 units, 10 ECTS credits)
c. Design, development, and evaluation of educational software
(Practical Exercise - 4 units, 10 ECTS credits)
Term dissertation (3 units, 10 ECTS credits)

(3rd Semester)

d. Digital technologies, the classroom and the education system (3
units, 8 ECTS credits)
e. Digital technologies and collaborative learning (3 units, 8 ECTS credits)
f. Digital technologies and distance learning (3 units, 8 ECTS credits)

SIXTH SPECIALIZATION: SPECIAL EDUCATION

(2nd Semester)

a. Research Methods in Special Education (3 units, 8 points ECTS)
b Applied Behavior Analysis (3 units, 6 credits ECTS)
c Practicum 1 (4 credits, 10 credits ECTS)
Term dissertation (3 credits, 10 credits ECTS)

(3rd Semester)

d. New Trends and Perspectives in Special Education (2 units, 6 credits ECTS)
e Learning and Behavior Disorders: Diagnosis and Treatment (2 credits, 6 credits ECTS)
f Developmental Disorders: Diagnosis and Treatment (2 credits, 6 credits ECTS)
g Practicum 2 (4 credits, 10 credits ECTS)

SEVENTH DIRECTION: EDUCATIONAL POLICY AND ADMINISTRATION

(2nd Semester)

a. Educational Policy and Management: Theories of Controlling in Educational Systems (3 units, 8 points ECTS)
b. Educational Changes and Innovations (3 units, 8 credis ECTS)
C. The Role of Leadership and Teachers in the Quality and Effectiveness of School Administration (3 units, 8 credits ECTS)
Term dissertation (3 units, 10 credits ECTS)

(3rd Semester)

d School Unit: Climate, Culture and Communication (3 credits, 8 points ECTS)
E. Practicum (8 credits, 20 credits ECTS)

Written disseration 4th Semester

During the fourth semester students of each specialisation do not attend classes so as to prepare their dissertations (11 units, 30 ECTS credits).

DEGREE

The completion of the necessary teaching units and credits leads to a "Master's degree, in "Theory, Practice and Evaluation of Educational work – Specialization.....". With this Master's degree the students may continue their studies to **prepare a Doctoral Thesis**, according to the respective decisions of the Faculty.

Details regarding the practical exercise of each specialisation are included in the **practical exercise regulation** that is prepared by the course leader of each specialisation *Programme*. Specific issues related to the particularities of each specialisation are disided by the Committee of the *Programme*.

By decision of Committee of the *Programme* on March 7, 2012, postgraduate students can select up to three (3) electives either attending for credit or as auditors. Permission to attend as auditors is determined upon written approval by the academic staff. At the end of the semester a certificate of attendance is awarded to the auditors. Postgraduate students can also select to attend and examined to a number of courses of their choice from other specialisations. As with auditors, regular attendance is decided upon written approval by the academic staff. The grades earned from attendants are recorded in the transcript but are not taken into account upon calculating the average grade. The number of electives of either of the two aforementioned categories can't be larger than three (3).

OBLIGATIONS OF POST GRADUATE STUDENTS

a. Academic guidance and deadlines

Upon enrolment, students are informed of the *Programme's* regulations, general obligations and rights arising from it, the scholarships, and employment opportunities offered during schooling.

Attendance of the Program is obligatory and each student **may not be absent in more than 20% of the lectures of each module.** Only in justified cases, a larger number of absences may allowed. **Unjustified discontinuation** of studies leads to loss of the right to continue or be re-enrolled (except special cases, for which the Commission must be notified in a timely manner). The list of attendance is the responsibility of the *Programme*s secretariat or of the students' representative for each year of studies, following a decision by the three membered committee.

If the student, upon the beginning of the third semester of studies, has not fulfilled his/her obligations for more than two modules, the Committee may propose his/her **suspension** to the General Assembly of the Faculty. Also, if after the completion of four semesters, the student has not successfully been examined in all modules or has not submitted his/her required term dissertation, an assignment with mainly bibliographical or pilot work, he is suspended from the *Programme*.

Submission of the thesis can only be made after the examination period of the fourth semester has been completed and cannot exceed **six semesters following the enrollment.** To submit the thesis students must have completed all other coursework requirements.

b. Assignments - Examinations

Examinations are held in **three periods**: 1. after the end of the fall semester, 2. after the end of the spring semester, and 3. in September.

All modules taught in both years of studies are **examined** – in agreement with the module tutor – **in writing, orally or with a written assignment of about 8000 words that will be orally presented**. For the examination to be successful, it must be graded with a minimum of 5 (in a 10-point grading scale). If a module has been taught by **two or more tutors** one of them is appointed by the *Programme's* to be responsible for their coordination regarding the contents of the module and the method of students' assessment.

During the first year of studies, the student is required to submit a **term assignment** in collaboration with one of the tutors of the first two semesters. This assignment must extend to **12-15 thousand words**, is **graded by its own merit** and is one sixth of the final grade.

The fourth semester of studies is dedicated to the **preparation of the thesis**. The thesis can be based on any of the subjects taught during the three semesters or to be interdisciplinary covering two or more subject areas. Students select, in collaboration with one of the professors, the subject of their thesis and submit it in writing, along with the name of the proposed supervisor for the thesis, to the Secretariat of the *Programme*. For each thesis, a supervising **three membered Committee** is assigned. The thesis must be **no shorter than 25 thousand and no longer than 35 thousand words** (excluding Appendices, if any). The thesis is submitted to the three supervisors. After the corrections, the main supervisor arrange the viva voce examination. With the completion of the process (and always within the time limits set by the Regulations) the supervisor shall prepare within 40 working day the final evaluation report. The thesis is evaluated on the scale of ten (10) and posted on the website of the *Programme*. The main supervisor must be member of Department's academic Staff. In case that there is no member of the academic staff who specializes in the field of the dissertation, the grade of the thesis is co-signed by the President of the *Programme*.

The Secretariat of the Programme has the option to **lend** theses or optional assignments prepared by students of previous years, who have acquired a Master's degree. The **lending regulation** is available at the Secretariat. In case of plagiarism, appropriate penalties are decided and a student may be expelled from the *Programme*.

In addition to the attendance and examination students are invited to participate actively in the academic life of the Department. If they wish they can attent the activities of the Department (conferences, speeches, events) to present their own research or to assist with the Programme's organisation. At the same time, they may be assigned duties related to the Department's needs. Ongoing necessity of the Department is for undergraduate exams invigilators and post graduate student in each exam period as asked to supervise two or three undergraduate exams.

TUITION FEES

To ensure smooth and of high quality operation of the *Programme* the Coordinating Committee has decided to impose tuition fees from the academic year 2010-2011 onwards. The tuition fees have been set to the amount of 800 Euros per semester, for each of the first three semesters of the Program and 400 for the fourth semester (Decision of the General Assembly on 2 of May 2012). The time periods for payment of fees is determined by the Committee of the *Programme* and binding. In case of interruption of studies fees are not refundable. Special cases are considered by the Committee.

SCHOLARSHIPS

Scholarships are awarded to students, every year, based on achievement, and socioeconomic **criteria**. Scholarships are related to **abatement** from part of the tuition fees, according to the following classification for students enrolled during the academic year 2011:

A. **Scholarships according to merit**:

i. For the specialisations "Educational Planning and Teaching", "Special Education", "Educational Administration and Management in Education" a reduction by 50% for the best achievement, a reduction by 25% for the second and third best achievement. For the specialisations "Educational Evaluation" and "Digital Technologies in Education" a reduction by 50% for the best achievement and a reduction by 25% for the second better achievement.

B. **Scholarships according to socioeconomic criteria (irrespective of *Programme* of specialisation):**

Reduction by 75% for two students
Reduction by 50% for two students
Reduction by 25% for 9 students

The number of students who benefit is defined by the economic situation of the P.G.P. at the time. **Excluded** from scholarships are students with scholarships from public and private institutions, as well as educators on sabbatical. Details as to the way scholarships are assigned are listed in the **P.G.P. Scholarships Regulation**, which is released by the three membered Coordinating Committee for each academic year.

CANDIDATE SELECTION

Every year, the Faculty of Philosophy, Pedagogy, and Psychology announces the number of positions for the specialization *Programme*s decided by the Special Purpose General Assembly, following a recommendation of the P.G.P. Coordinating Committee. The number of positions announced **cannot be less than 10 and larger than 20 positions per specialisation.** The selection process is applied only in the specialisation that the number of applications submitted is at least 25 In case that some of the accepted students cannot or do not wish to attend, the Coordinating Committee can fill the number of positions with the **runner-up** of the selection process. It can also accept, judging individually, the enrollment of students **over the number allowed**, who hold a PhD, State Scholarships Foundation scholarships, foreigners, foreign scholarship students of the Greek State or students who have discontinued their studies for reasons beyond their influence (decision of the Special Purpose General Assembly of the Faculty dated 6/2/2002 after the recommendation of the P.G.P. Committee, Act 2/12.12.2001)· **the number of over quota students cannot exceed 20%** of the total number of students enrolled per specialisation *Programme*.

The right to participate applies to all graduates (ISCED 5) who hold a degree either in education or in a subject related to education. Upon the announcement for each specialisation, the **categories of graduates** that can submit an application are specified in detail. Also, graduates of foreign Universities may be accepted, if their diplomas have been recognized by the National Academic Recognition Information Center (N.A.R.I.C.). For **foreign candidates** or students receiving a scholarship by the Greek State, adequate command of the Greek language is required, as documented by procedures set out by the Special Purpose General Assembly of the Faculty.

The candidate post graduate students must submit to the Program Committee the following **documentation**:

a. An application to participate in the selection process for the postgraduate program, listing the specialisation they wish to attend.

b. Curriculum vitae, listing their studies in detail, their teaching experience, their scientific and social activities.

c. Copy of their degree(s).

d. Detailed list of undergraduate modules (detailed list of grades).

e. Certificate of foreign language(s).

f. Publications (if any).

g. Proof of other activities and qualifications.

Candidate post graduate students of all specialisations who do not submit a certificate of excellent command in at least one **foreign language**, are examined in the foreign language of their preference by an Academic Staff member of the respective Faculty. Those who succeed, are **examined in writing**, together with the other candidates, in **two subjects:** in Educational Research Methodology and the content of their specialisations. Those who fulfill the requirements of the written examination are invited to an **interview** with a three membered evaluation committee, consisting of Academic Staff members (one of which is specialised in the *Programme* that the candidate wishes to be enrolled in), so that the final selection can be made, during which **all aspects of the candidates are taken into consideration as follows**:

a. Written Examination: 50% (25% for each subject examined in writing)

b. Interview: 20%

c. Degree grade: 8%

d. Grades in the specialization modules of the undergraduate studies: 6%

e. Additional qualifications (2^{nd} and 3^{rd} foreign language, computers, additional academic titles, writing and research work, participation in congresses - further training): 16%

The aim of the P.G.P. is to announce the new positions within the first 10 days of March, so that the selection process can be conducted; the part requiring written

examinations until the middle of May and the announcement of successfully accepted students to be done by the end of June.

EVALUATION

The Committee for *Programme* organises processes for periodic internal and external evaluation, in accordance with the existing legal framework (N.3347/2005). Students opinions are of great importance in these procedures, and therefore they are recorder in the end of each semester.

ADMINISTRATION

The administration of the Program is assigned, according to Article 2 of Law 3685/2008, to a **Coordinating Committee** consisting of three (3) Academic Staff members of the Pedagogy Department. The President and the members of the Coordinating Committee are assigned by the Special Purpose General Assembly of the Faculty, following a recommendation of the General Assembly of the Pedagogy Department. Academic Staff members who have undertaken the responsibility for the operation of the specialisation courses and also two graduate student representatives may also participate in decision making. The responsibility for the organization and the secretarial support of the Program lays with the Secretariat of the *Programme* which is staffed by graduates who as students excelled in their academic proficiency. For 2012 - 2014, the Academic Staff members participating in the Coordinating Committee are Associate Professor Evangelia Fridaki, (course leader), Professor George Markou and Associate Professor Mariza Fountopoulou. Course leaders for the specialisation *Programme*s are Professor Geogre Flouris (Educational Planning and Teaching), Professor Michael Kassotakis (Educational Evaluation), Assistant Professor Maria Daskolia (Environmental Education for Sustainable Development), Assistant Professor Evanthia Milingou (Intercultural Education), Professor Chronis Kynigos (Digital Technologies in Education), Associate Professor Angeliki Gena (Special Education), and Assistant Professor George Papakonstantiou (Educational Policy and Administration).

OTHER REGULATIONS

All matters not regulated by this Regulation shall be determined in their own merit by the Committee and the General Assembly of the Department.

SECRETARIAT

Laboratory of Experimental Pedagogy, 5th floor, School of Philosophy
Tel.: 210-7277591, Web site: http://thepae.ppp.uoa.gr/

POSTGRADUATE PROGRAMME

IN COUNSELING AND CAREER GUIDANCE

1. Subject – Aim

The Postgraduate Programme *"Counseling and Career Guidance"* has been operating since the academic year 1993-94 (Government Gazette 55/28.01.1994). Its operation was modified, renewed and extended until 2014.

Its aim is to provide specialization in the above subject, for graduates of Psychology-Pedagogy, Humanities, Social, Economic and Exact Sciences of Greek Universities and same purpose Faculties of Universities abroad, as well as for graduates of the Social Work Faculties of Technological Education Institutions (T.E.I.), according to the provisions of paragraph 12c of article 5 or L.2916/01 that was appended to article 25 of L.1404/83. In exceptional cases, graduates of other faculties may also be accepted (see below).

The graduates of the Programme can, after completing their studies, work as Counseling and Guidance Educators both in education as well as in the field of occupation or other Services or Organizations (e.g. General Secretariat for Youth, General Secretariat for Adult Education, Municipalities, Counseling and Guidance Centers, Counseling and Support Centers for Young and Adults etc.) or in the private sector.

The work of Programme's graduates is:

- To assist students and other individuals in their career development, to consciously and responsibly select a certain educational or vocational orientation, to incorporate and adapt to the job market or to revise their initial orientation or successfully deal with problems which are directly or indirectly related to their career or other related issues. To this direction, they cooperate closely with School Psychologists and other specialists, whose work they do not substitute but contribute to.
- The promotion of scientific knowledge which is related to Counseling and Career Guidance through the conduction of related research and studies.
- The design and implementation of programmes related to Counseling and Career Guidance and provision of any related services.
- The development of all other activities that help promote and implement Counseling and Career Guidance.

2. Master of Arts

a. Attendance of the programme and successful examination of the postgraduate students leads to the acquirement of a Postgraduate Specialization Diploma in Counseling and Career Guidance.
b. Holders of the above Master's degree are entitled to continue their postgraduate studies to prepare a doctoral thesis according to the legal provisions in force.

3. Student selection criteria

The Faculty of Philosophy, Pedagogy and Psychology announces every year 20 positions for postgraduate students (Government Gazette 1209/vol. B.7 6-8-2004) for the current programme, who are selected after the announcement made following a decision of the Special Purpose General Assembly of the Faculty. Graduates holding a scholarship from the State Scholarships Foundation or other -acknowledged by the State- agencies of Greece and Cyprus for postgraduate studies in a subject relevant to Counseling and Career Guidance, as well as other special cases of graduates that are defined in the internal operation regulation of the programme, can be enrolled in the programme exceeding the above number with a decision of the Special Purpose General Assembly of the Faculty, which is made following a justified recommendation of the Programme's Coordinating Committee.

The right to participate in the selection process regards graduates of Psychology-Pedagogy, Humanities, Social, Economics and Exact Sciences of Greek Universities and respective faculties of Universities abroad, as well as graduates of Social Work Faculties of Technical Education Institutes (T.E.I.), according to the provisions of paragraph 12c of article 5 of L.2916/01 that was appended to article 25 of L.1404/83.

In exceptional cases, graduates of other faculties may be accepted, if they submit proof of having attended further training in Counselling and/or Professional Orientation for at least one full academic semester and possess related experience of more than three (3) years or have notable scientific or other work related to these subjects.

The selection process of postgraduate students is defined according to paragraph 2 of article 12 of L.2083/92 which states that, except from the criteria being taken into consideration "the Special Purpose General Assembly of the respective Faculty decides on the details of applying these criteria, defines additional criteria or possible examination for certain modules, the results of which are also taken into consideration for student selection".

The candidate postgraduate students must submit to the Secretariat of the Faculty of Philosophy, Pedagogy, Psychology, the following documents:

- Application for enrollment in the postgraduate programme.
- Curriculum vitae listing in detail their studies, their experience and their scientific and social activities.
- Certified copy of their degree(s).
- Certified detailed list of undergraduate modules.

- Certified documentation of adequate command of a foreign language.
- Scientific publications (if any).
- Proof of their experience or their further training in subjects related to Counseling and Career Guidance (if any).

Candidate postgraduate students:

a) Must be examined in the foreing language of their preference. Excluded are those who have attended higher education programmes abroad or have degrees showing that they have adequate command of at least one foreign language. The Programme's Committee will decide on their exclusion from this obligation.
b) The candidates who are successfully examined in the foreign language or are legally excluded, must be examined in writing in the following modules:

   1. *Theory and methodology of Counseling and Career Guidance*, and
   2. *Methodology of Research in Social Sciences – Elements of Statistics.*

   The examinations are conducted in writing, with the candidates names being undisclosed; the tests are being graded by two Academic Staff members who are related to the above subjects. The grade for each module examined is the average of the grades provided by the two examiners.

c) Candidates who achieve a grade of at least five (5) on the 10-point scale in each of the above mentioned modules, are invited to an interview with a three member Committee consisting of Academic Staff members of the Philosophy, Pedagogy and Psychology Faculty, who are assigned by a decision of the Faculty's General Assembly. President of the Committee is an Academic Staff member at the rank of a Professor. The Committee evaluates the candidates based on their answers to the questions posed to them, as well as data from their file and, particularly, their previous studies and their experience and activities in relation to Counseling and Guidance. During this evaluation, a priority is assigned to those who have completed psychology-pedagogy, social and economic studies or have at least three years of experience related to the application of Counseling and Career Guidance in education, employment or other fields, provided that they are not at a significant disadvantage in the remaining criteria. Their grades in undergraduate modules related to the subject of Counseling and Career Guidance are also taken into consideration, as well as their related research and writing activities, if any.

   Every member of the Committee grades candidates separately. The average of the grades assigned by all three examiners constitutes the final grade of the above process.

d) Candidates are then classified into an evaluation matrix, based on the total number of credits acquired, at a percentage of 25% (coefficient of 2.5) from each module examined, at a percentage of 35% from the grade of the interview and the evaluation of the data in their file (coefficient of 3.5) and at a percentage of 15% from the grade of their degree (coefficient of 1.5). Based on this matrix, the first twenty (20) students are selected and enrolled.
e) If there are students with a grade equal to the grade of the 20th student enrolled, they are also considered successful.

Students with a scholarship by the State Scholarships Foundation, the Academy of Athens, bequests of the Athens University or other educational, scientific or academic institutions, are accepted without examinations, in excess of the number of 20 positions. As an exception, up to three (3) Cypriot graduates, who will be selected by the Cyprus authorities responsible for the application of Counseling and Guidance in Cyprus, can also be accepted.

4. Duration of the Programme

The duration for acquiring the degree is set, for the Master's degree to four (4) academic semesters and for the PhD to four (4) semesters following the acquirement of the Specialization degree.

5. Modules

The modules are being taught by Academic staff members of the Philosophy, Pedagogy and Psychology Faculty or of other University Faculties of Greece or abroad or other scientists of acknowledged status and experience. The modules taught per semester are the following:

SEMESTER A

1. Theory and practice of Counseling I
2. Self-knowledge, self-perception, and decision-making in Counseling
3. Career development theories
4. Sociology of the workplace
5. Family Counseling
6. Research Methodology – Elements of Statistics

SEMESTER B

1. Theory and practice of Counseling II – Exercises
2. School adaptation difficulties - Psychosocial problems of children and adolescents and the role of Counseling
3. Developmental Psychology
4. New technologies in Counseling - Exercises
5. Work psychology – Elements of Organizational Psychology
6. Introduction to Psychometrics

SEMESTER C

1. Psychology of individual differences
2. Counseling and Career Guidance of persons with special needs and persons of disadvantaged social groups.
3. Career Guidance tests - exercises
4. Management of manpower – Socioeconomic development

SEMESTER D

1. Structure of the educational system. Lifelong learning and training
2. Greek Economy and Job Market. Current situation, trends and prospects
3. The methodology of interviewing - exercises
4. Counseling of employment – Career Guidance of adults - exercises

To complete the Postgraduate Programme of Studies, the following requirements also apply:

a) Submission of a thesis at the end of semester D. The subject for the preparation of the thesis is selected after completion of semester B. The time period for submitting the thesis cannot exceed two academic semesters after completion of modules attendance and successful examination. In exceptional cases, the Coordinating Committee of the Programme may, with a justified decision, prolong the deadline for submission of the thesis for an additional period of two semesters at maximum. The thesis is evaluated by the three membered Examination Committee on a 10-point scale and equals to two (2) modules of five (5) teaching units each.

b) The completion of 400 hours of practical examination in training agencies, occupation services or municipalities, in work placement agencies, in counseling or therapy centers, in institutes or other organizations, private or public, that apply Counseling and Career Guidance programmes. Practical exercises can also be conducted at institutions of European Union countries. Part of the students' practical exercise is conducted at the Organization for the Manpower Employment (OAED) services or other services related to occupation, if possible.

The Programme's Committee has the right to recognize postgraduate modules of at least six months duration being attended in other respective institutions in Greece or abroad.

Details regarding attendance of modules, conduction of practical exercises, postgraduate examinations, acknowledgement of modules, processes for approval of thesis and other related subjects are specified by the internal regulation of operation of the programme.

6. Auditors

A maximum of two (2) candidates, are admitted for free attendance, who fulfill the requirements for participation in the programme, but who were not enrolled due to lack of available positions. Free attendance students can select and attend two (2) modules per semester. Free attendance students receive a certificate of attendance and successful examination in their preferred module.

In case that free attendance students are admitted into the Programme as regular postgraduate students, the modules that they have fully attended and successfully been examined in, are recognized.

Any shortcomings of the postgraduate students, who have not adequately attended psychology-pedagogy modules can be covered through the attendance of certain undergraduate modules of the Philosophy, Pedagogy and Psychology Faculty, following a decision of the Programme's Coordinating Committee.

7. Scholarships

The State Scholarships Foundation, according to article 41 of L.2413/96 awards one scholarship to the top student of every year of studies of the P.G.P., i.e. the student who has the highest average grade during the respective year of studies. In case there are funds available from other resources (e.g. funding from the Operational Programme for Education and Initial Vocational Training) provision of scholarships to other students is also possible.

The postgraduate students awarded scholarships are selected by a three membered Committee, consisting of Academic Staff members, based on the following criteria:

1. Their economic status, as reflected by official data of the competent tax authority.
2. Their family status (e.g. from families with many children).
3. Their achievements in the programme's entry examinations, and
4. Their achievements in the modules and the respective exercises.

To be awarded a scholarship, students must have been successfully examined in all modules of the first year and have a degree grade of at least "Λίαν καλώς" (a 'very well' in the Greek system of academic grading i.e. 9/10 and 10/10).

8. Programme Administration

The coordination of the programme is stipulated through decisions of the competent authorities, according to article 12 of Law 2083/92. Members of the Pedagogy and Psychology departments participate in the Programme's Committee. The Director of the programme, who has three year tenure with an option of renewal, comes from either the Pedagogy or the Psychology department.

PROGRAMME COMMITTEE

Director: Professor Despoina Sidiropoulou-Dimakakou

Members: From the Pedagogy Department
Professor Georgios Flouris
Associate Professor Angeliki Gena

From the Psychology Department
Professor Elias Besevegis
Assistant Professor Konstantinos Mylonas

SECRETARIAT

Laboratory of Experimental Pedagogy, 5th floor, School of Philosophy
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POSTGRADUATE PROGRAMME

IN CLINICAL PSYCHOLOGY

The Programme of Postgraduate Studies in "Clinical Psychology", has been established in academic year 1995-6 (Government Gazette 305 vol.B/07.05.1996, Presidential Act F711/93B7/205) in the Faculty of Philosophy, Pedagogy and Psychology of the University of Athens. In academic year 2004-5 the programme was revised (Government Gazette 1718, vol. B/19.11.2004); the programme was revised again in academic year 2007-8 (Government Gazette 8871, vol.B, issue 415/26.3.2007).

1. Aim of the programme

The aim of the Postgraduate Programme in Clinical Psychology is to educate and provide specialization of psychologists in Clinical Psychology. The main subject of studies is the study of mental health and psychopathology of individuals and groups, with an emphasis on linking theory and practice. The student is educated in the following areas: assessment-diagnosis through psychodiagnostic tools, clinical intervention in individuals, families or groups with psychological disorders, prevention of psychological disorders at an individual and community level, research in the areas of assessment-diagnosis, intervention and prevention. Assessment, intervention, prevention and research relate to the whole population, i.e. all age groups, from infancy to the elderly, as well as all social and ethnic-cultural groups.

2. Programme of Studies

The Postgraduate Programme of Studies in Clinical Psychology leads to: 1) Master's degree, Specialization in Clinical Psychology and 2) PhD in Clinical Psychology.

The duration of the Programme for acquiring a Master's degree is set to six teaching semesters for the Postgraduate Programme in Clinical Psychology. Three additional semesters are required for the PhD degree.

The Programme includes lectures, seminars, laboratory exercises, individual study, preparation of a thesis, as well as practical exercise of 2500 hours in Mental Health Centers, Psychiatric and General Hospitals.

More specifically, the programme of studies requires:

- Successfully attending a series of modules, seminars and practical exercises.
- Preparation of a thesis. The thesis is prepared under the supervision of an Academic Staff member of the Psychology Department following submission of an application that must be approved by the Postgraduate Programme's Committee and is a relatively short original research study. Final approval of the thesis is provided by a three membered committee assigned by the Programme's Committee.
- Courses begin in the middle of October of each academic year.

- Modules are taught by Academic Staff members and specialized scientists assigned by the Programme's Committee.

3. Candidate selection

For candidates to be enrolled in the Programme, they must have the following qualifications:

a) Hold a degree of Psychology (Faculties or equivalent Psychology Programmes) from Higher Education Institutions (AEI) of Greece and respective institutions abroad, recognized by the National Academic Recognition Information Center, or students at the last stage of their studies who are about to acquire their degree prior to the final selection of candidates.

b) Have a degree grade of at least « Very Good» and an average grade of at least eight (8) in the modules of psychology.

c) To have adequate command of at least one European language, submitting respective proof (if any).

d) To have been successfully examined (with written exams) in the following areas: Research Methods-Statistics, Psychology of Personality, Clinical Psychology. If their achievement in these written examinations is not adequate, candidates are disqualified. Candidates who are successful in the written examinations are invited to an interview with the committee.

For assessment of candidates, the following are also taken into consideration:

a) Three reference letters from Academic Staff members who were University Professors of the candidate.

b) Research studies, oral presentations and publications of the candidate and any other scientific activity of the candidate.

Final selection of candidates is made by taking into consideration the above qualifications, the results of the written examinations and the interview.

4. Attendance – Student Obligations

Students enrolled in the programme are required to attend and be examined in the modules taught in each semester. The student has the right to be reexamined in September.

- If the student, upon the beginning of the 2nd year of studies, has failed more than two modules, he is disqualified with a decision of the Programme's Committee.
- If the student, after seven (7) semesters from enrolment, has not been successfully examined in all modules, he is disqualified with a decision of the Programme's Committee. The student will only receive a certificate of attendance for the modules he/she was successfully examined in. This minimum time may be extended with a decision of the Programme's Committee, following a justified application of the student.

- The thesis is submitted after six (6) semesters from enrolment, at maximum. This minimum time may be extended with a decision of the Programme's Committee, following a justified application of the student.
- Students who complete all examinations, practice and research obligations within the set time schedule, receive a "Specialization Diploma in Clinical Psychology".

5. Number of students

The maximum number of students enrolled in the Programme each year is set to fifteen (15).

According to the Programme's Committee decision and the General Assembly of the Psychology Department, students who have succeeded in the examinations (in Greece) of the State Scholarships Foundation, may be enrolled.

6. Scholarships

Every year, an effort is made to ensure scholarships or financial aid for all students enrolled. These funds may come from Institutions (State Scholarships Foundation) and bequests (Saripoleio, Onasseio), or from the University's budget.

7. Programme of studies

Semester A

Module	Teaching hours
Psychotherapies A - Psychodynamics	4
Assessment A - Cognitive functions Theory Practice	 2 4
Clinical Psychology of the Community Theory Practice	 2 1
Psychopathology A	3
Clinical Health Psychology I	2
Skills for Clinical Interview I	2

- Total teaching hours: 20
- Moreover, specialized seminars are provided for.

Semester B

Module	Teaching hours
Psychotherapies B – Cognitive-Behavioral	4
Assessment B - Personality-Adaptation Theory Practice	 2 4
Psychopathology B	3
Clinical Health Psychology II	2
Skills for Clinical Interview II	2

- Total teaching hours: 17
- Moreover, specialized seminars are provided for.

Semester C

Module	Teaching hours
Psychotherapies C – Humanistic-Systemic	4
Assessment C – Personality - Adaptation	2
Psychopathology C	3
Design and Presentation of Clinical Studies	2
Prevention Programmes	2
Clinical Psychology – Neuropsychology I	2
Ethics/Deontology – Bioethics	2

- Total teaching hours: 17
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 3 days/week.

Semester D

Module	Teaching hours
Thesis – Multifactor statistical analysis	3
Assessment D	2
Clinical Psychology – Neuropsychology II	2
Psychopathology D	3
Special Issues in Clinical Psychology I	2

- Total teaching hours: 12
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 3 days/week.

Semester E

Module	Teaching hours
Cognitive Neurosciences	2
Special Issues in Clinical Psychology II	2
Psychotherapy D – Research in Psychotherapy	2
Seminar: Practical Exercise	2

- Total teaching hours: 8
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 5 days/week.
- Thesis preparation.

Semester F

- Practical exercise in outside agency 5 days/week.
- Thesis preparation.

POSTGRADUATE PROGRAMME COMMITTEE

Director: Associate Professor Anna Christopoulou
Members: Professor A. Kalantzi-Azizi
Professor K. Navridis
Professor Frosso Motti-Stefanidi
Assistant Professor L. Kannelopoulou
Lecturer Filia Issari

SECRETARIAT

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POSTGRADUATE PROGRAMME OF STUDIES

IN SCHOOL PSYCHOLOGY

The Faculty of Philosophy, Pedagogy and Psychology has approved the establishment and operation of a specialization programme in school psychology.

1. Aim of the programme

Aim of the Postgraduate Programme of Studies in School Psychology is the promotion of knowledge and the development of research in School Psychology, as well as the linking of theory, research, and school interventions.

This programme aims to train executives-specialists in School Psychology, with a focus in diagnosis, prevention and psychopedagogic management of learning disabilities and adaptation of children and adolescents, as well as promotion of learning, mental health and psychological resilience in the school community.

2. Programme of Studies

The programme has a duration of two years (4 teaching semesters) and includes lectures, seminars, laboratory exercices, individual study, preparation of thesis, as well as practical exercise in school units and diagnostic-counseling/treatment facilities.

More specifically, the programme of studies includes:

a) Successful attendance of a series of modules, seminars and practical exercises (see table of modules below).
b) Preparation of a thesis. The thesis is prepared under the supervision of an Academic Staff member of the Psychology Department or the Pedagogy Department and is a relatively short original research study. Final approval of the thesis is provided by a three membered committee assigned by the Programme's Committee.
c) Courses begin when candidate selection has been completed.
d) Modules are taught by Academic Staff members and specialized scientists assigned by the Programme's Committee.

3. Candidate selection

For candidates to be enrolled in the Programme, they must have the following qualifications:

- Hold a Bachelor's degree from the Faculties –or equivalent Programmes– of Psychology, Philosophy, Pedagogy and Psychology, Faculties of Pedagogy for Elementary Education, Faculties of Pedagogy for Preschool Education and Faculties of Special Education of Greek Higher Education Institutions and respective institutions abroad, as well as from Faculties of Social Work, Speech Therapy, Early Childhool Education and Nursing, of Technical Education Institutions (according to the addendum included in article 4, of the modified Ministerial Decision B7/206 of 29.3.96 for the operation of the P.G.P. in School Psychology).
- Have a degree grade of at least "very well" and an average grade of at least eight (8) in the modules of psychology and pedagogy.
- Have adequate command of at least one European language. Confirmation of adequacy in the foreign language is done through certificates of studies or special

examination of candidates. For this, the help of members from other Faculties (particularly foreign languages Faculties) may be required.
- Being successfully examined in writing in special examinations, in the areas of Developmental Psychology and Developmental Psychopathology, as well as in the area of Research Methods-Statistics.
- Interview procedure: includes an interview of the candidates who have been successfully examined in writing.

For assessment of candidates, the following are also taken into consideration:
a) Reference letters from Academic Staff members who were University Professors of the candidate.
b) Research studies, oral presentations and publications of the candidate and any other scientific activity of the candidate.

4. Attendance

The duration of the Programme for acquirement of a Master's degree with a Specialization in School Psychology, is set to four (4) teaching semesters. Two (2) additional semesters are required for the PhD.
The duration may be extended for one (1) semester (5 semester from enrollment) according to the Faculty's decisions. This minimum time may be extended for two (2) additional semesters, following a justified application of the student and a decision of the programme's Committee. Submission of the thesis is made after six (6) semesters from enrollment at maximum. This minimum time may be further extended by the Programme's Committee for an additional one (1) semester, following a justified application of the student.
Students who successfully completes all examinations, practical exercises and research obligations within the set time schedule, receive a "Specialization Diploma in School Psychology".

5. Number of students

Every year, twenty (20) positions for postgraduate students are announced for the current programme. Students with scholarships by the State Scholarships Foundation, by the Athens Academy etc, may be accepted into the programme without examinations, over the 20 positions set, following a decision of the General Assembly of the Faculty, which is made after a recommendation of the Scientific Committee of the Programme.
The list of successful candidates is submitted for approval to the General Assembly of the Faculty, together with the accompanying record of selection. After approval of the General Assembly of the Faculty, successful candidates are enrolled at the Secretarial of the Faculty of Philosophy, Pedagogy and Psychology.

6. Scholarships

In case there are available funds from resources (such as for example EPEAEK, State Scholarships Foundation funds), it is possible to award scholarships to a certain number of postgraduate students.
Postgraduate students who will be awarded a scholarship (for six or twelve months) are selected by the Programme's Committee, taking into consideration the following criteria:
- Achievement in the examinations

- Number of modules that the student has successfully been examined in
- Economic status of the student
- Participation in the research activities of the Department of Psychology

7. Programme of Studies

Semester A

1. Issues of Developmental Psychology (3 hours)
2. Issues of School Psychology (2 hours)
3. Cognition and Learning (3 hours)
4. Developmental Neuropsychology (3 hours)
5. Social Psychology – Small group dynamics (2 hours)
6. Psychology of Personality – Developmental Variations / (3 hours)

Semester B

1. Assessment of cognitive functions (3 hours)
2. Psychology of children and youth in Developmental risk (2 hours)
3. Didactics – Curricula (2 hours)
4. Special education (3 hours)
5. Assessment of learning disabilities (3 hours)
6. School Professional Orientation – Assessment and Guidance (3 hours)
7. Practical exercise in schools

Semester C

1. Counseling Psychology: Theory and Practice (3 hours)
2. Assessment of personality and social adaptation (3 hours)
3. Research Methods-Thesis design (2 hours)
4. Dialectic Psychologiical Councelling – Prevention programmes (3 hours)
5. Supervision of practical exercise: case studies analysis (2 hours)
6. Practical exercise in diagnostic centers and schools (2 days/week)
7. Thesis assignment

Semester D

1. Psychotherapeutic interventions (3 hours)
2. Statistics: Multifactor analysis (2 hours)
3. Practical exercise in diagnostic centers and schools (3 days/week)
4. Thesis assignment

POSTGRADUATE PROGRAMME COMMITTEE

Director: Professor Chryse Hatzichristou

Members (from the Department of Psychology):
Professor Elias Besevegis
Professor Nikolaos Giannitsas
Professor Frosso Motti-Stefanidi
Associate Professor Aikaterini Gari
(from the Department of Pedagogy)
Associate Professor Angeliki Gena

SECRETARIAT

Psychological Laboratory (office cluster 544), 5th floor, School of Philosophy
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LIBRARIES, LABORATORIES AND RESEARCH CENTERS OF THE FACULTY

PHILOSOPHY LIBRARY

Director: Professor Evangelia Maragianou-Dermousi

The Philosophy library is among the oldest and largest library of the School of Philosophy. It is equipped with a significant number of Greek and Foreign books and journals related to the various sectors of Philosophy. Among those, there are rare editions of old books. It is located on the 7th floor of the School of Philosophy (746) and operates daily during working hours, from 09:00 until 18:00. During the examination period and holidays the working hours may differ.

In the library there is also a lending department. Entitled to lending are Academic Staff members of the National Kapodistrian University of Athens, the students of the Philosophy, Pedagogy and Psychology Faculty, undergraduate and postgraduate, while other users can borrow material for a day in order to make photocopies. Each user is entitled to borrow up to three (3) books for a week. Lending is done electronically. The material is listed in a computer and it is possible to look for bibliography through the OPAC (Online Public Access Catalog of the Libraries of the University of Athens).

Apart from the lending department of the library, there is also a library with material that is not avalaible for lending, such as:

a. Informational material (encyclopedias etc.),
b. Texts by ancient authors,
c. Journals,
d. Old and sensitive materials.

PEDAGOGY LIBRARY

Director: Professor Georgios Flouris

The Library of the Pedagogy department is located on the 5th floor of the building of the School of Philosophy, in the Panepistimiopoli Zographou. It initially operated as the Library of the Laboratory of Experimental Pedagogy of the University of Athens, which was founded in 1923 by Nikolaos Exarhopoulos. Initially it was located in the building of the Experimental School of the University of Athens (Skoufa 43 and Likavitou street). In 1988, the Library was relocated to the building of the School of Philosophy in the Panepistimiopoli Zographou and has been open to the public since 1989. The Pedagogy Library belongs to the Central Library of Philosophy, Pedagogy and Psychology and covers an area of 205 square meters.

The subjects covered by the collection of the Library are: Education, Social Sciences, Psychology, Philosophy, Language. It includes scientific books and journals, informational material, doctoral theses, diploma theses, reprints, leaflets, school books for Gymnasium-Lyceum (student and teacher books), instructions by the Pedagogical Institute regarding teaching in Gymnasium and Lyceum, as well as rare pedagogical editions. The material is listed in a computer and it is possible to look for bibliography through the OPAC (Online Public Access Catalog of the Libraries of the University of Athens).

The Pedagogy Library serves: Academic Staff members, students (undergraduate and postgraduate), candidate educators, educators, staff of the Athens University and generally all the members of the University community. Entitled to borrowing are: Aacademic Staff members, students (giving their student ID card) and staff of the School of Philosophy. Other users can borrow material, with an obligation to return it on the same day and retention of their police ID card. Old and sensitive material can neither be borrowed nor photocopied; it is only provided for use inside the library.

The library operates every day, on working days, from 09:00 until 15:00.

LIBRARY OF THE PSYCHOLOGY DEPARTMENT

Director: Associate Professor Anna Christopoulou

The Psychology Library is located on the 5th floor of the School of Philosophy, next to the Pedagogy Library. It provides a large number of Greek and foreign books and journals related to Psychology. Among them, many rare old psychology books (e.g. Vorrea, Wundt, Skinner, Jung etc.). Also, this space hosts the personal library of Professor Trianis. There is also access to electronic journals.

Apart from the Library, in the Center for Creative Thinking, psychometric tests are provided to candidate doctorate and postgraduate students of the Psychology department. The interested parties may, after agreement with their supervising professor, borrow these for a specific period of time.

The library lends material to Academic Staff members and postgraduate students of the following postgraduate programmes: School Psychology, Clinical Psychology and Counseling and Professional Orientation. Entitled to borrow are also postgraduate students of the Panteion University studying Organizational Psychology, as well as candidate doctorate students being supervised by an Academic Staff member of the Psychology department. Lending is allowed for a period of one week.

Undergraduate students of all schools of the Athens University, as well as everybody else, can borrow material for a day in order to make photocopies. There is also the option of borrowing material for the weekend with the provision of their police ID card.

It is also possible to access the Psyc-Info database (through the "CSA Internet Database Service") as well as the other electronic services that are available by the Athens University through the website http://www.lib.uoa.gr.

The library operates daily, on working days, from 09:00 until 17:00 during the fall period and from 09:00 until 14:30 during the spring period. The library is closed throughout the summer holidays period.

PHILOSOPHICAL, TECHNOLOGICAL LABORATORY OF APPLIED AND ECOLOGICAL PHILOSOPHY (P.D. 83/99, Government Gazette 92/11-5-1999)

Director: Professor Theodosios Pelegrinis

The Philosophical Tecnological Laboratory of Applied and Ecological Philosophy, responding to the needs of our times, was founded in 1999 (Government Gazette 92/11.5.1999) and serves teaching and research needs in subjects related to the connection between philosophy and logic with applied science and the wide use of computer technologies, with the aim of solving problems of a philosophical and ecological nature.

The laboratory belongs to the Department of Philosophy and is located on the 7th floor of the School of Philosophy (746).

Tel.: 210-7277798.

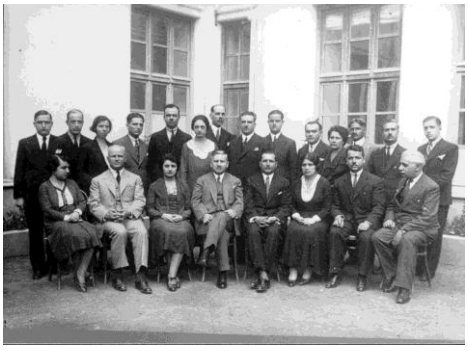
EXPERIMENTAL PEDAGOGY LAB

Director: Professor Georgios Markou

In the second half of the 19th century and the beginning of the 20th century, Experimental Pedagogy was based on scientific foundations, as it developed under the influence of Experimental Psychology, from which it has borrowed several research methods. It begun in the middle of the 19th century in Germany, a country of destination for most of the scientists who wanted to continue their studies in the field of Pedagogy and its sub-field of Didactics. From the beginning, its main goal was the need to investigate the causative relationships in the educational concepts, with the help of experimentation and in a way that clearly reminds psychology research.

In the beginning of the 20th century, Pedagogy in Greece developed under the influence of mostly European trends, that emphasized experimentation, imitating the theoretical sciences, with the purpose of basing pedagogy research on an empirical and not only on a theoretical basis.

The Experimental Pedagogy Laboratory was founded by Nikolaos Exarchopoulos in 1923 and appended to the School of Pedagogy and Philosophy of the University of Athens. After the establishment of the Experimental School of the University of Athens in 1929, the Laboratory was located at the building of the Experimental School, on the corner of Lykavitou and Skoufa street, in Athens.



The founder of the Laboratory, Mr. N. Exarchopoulos (bottom row, 4th from the left) with his collaborators……

According to its founder, the aim of the Laboratory was “all types or research and knowledge of the Greek child and adolescent, from a physical, psychological and moral view and propagation of scientific pedagogy in Greece”. However, in parallel, the Laboratory had a more practical purpose: to introduce students and post graduate students of the University, primary and secondary education teachers, into the scientific methods of pedagogic research. To achieve this goal, there was a special two-year program of laboratory studies and practical exercise. The courses of the Laboratory were conducted in parallel with the modules of theoretical pedagogical training. Those who expressed a special interest, had the option to join scientific teams and research special issues, under the direct supervision of the Laboratory staff.

For research and diagnosis of the children's individuality, a subject of direct interest to the researchers, it was necessary to use scientific methods that would lead to the safest conclusions possible. Thus, there was an effort to adapt pedagogical methods of other countries to the Greek conditions, while at the same time emphasis was placed on the representativity of the samples, to ensure that the subjects were students of both genders, of various age groups and from different social classes. The results of these research projects were included in special studies published by the Laboratory. The students of the Experimental School of the University of Athens were, mainly, the living subjects studied by the researchers of the Laboratory. But, prior to the operation of the Experimental School of the University of Athens, -as well as after that- many research studies were also conducted in other schools. The research studies conducted in the first 15 years of the Laboratory's operation (1923-1938) were exclusively related to the physical, mental and psychological development of the child.

This was a snapshot of the research activity of the Laboratory since its foundation and during its development under the guidance of N. Exarchopoulos, until the end of the period that it was directed by his successor in the School of Pedagogy, S. Kalliafas. As is obvious from the above description of the development of the Laboratory's activities, the equipment used for physical measurements was rendered obsolete, since from that point onwards emphasis was given to the study of other parameters and research methods within the context of education and learning research. With the establishment of the Museum of History of Education in 1993, this equipment was given to the museum and following proper processing (maintenance, documentation, classification) was the first basic collection of the Museum.

Concave diabetes.

Used for measurements

Manual colour rotator. Used for rotation of the Maxwell disk, through which the ability to recognize the density and brilliance of colours can be identified.

Today, the major aims of the Laboratory of Experimental Pedagogy is the promotion of scientific research, pedagogical education and practice of the students, as well as the propagation of pedagogical knowledge to the general public, the educators, the parents and to individuals or institutions that are generally related to the subject of education.

LABORATORY OF EXPERIMENTAL PSYCHOLOGY

Director: Assistant Professor Petros Roussos

The Psychological Laboratory was established in the School of Philosophy of the University of Athens in 1926, by Professor Theofilos Voreas and was appended to the first Chair of Philosophy. It was the result of longlasting efforts that began in 1911. The Psychological Laboratory, during the tenure of Professor Voreas, offered important services both for the practical exercise of students as well as for the promotion of psychological research, the most important of which have been published in the Annales of the Academy of Athens, in Psychology and Analects of Th. Voreas. Remarkable studies have also been published by the first researchers of this laboratory, among which A. Garmati-Theodoropoulou, Mar. Kissavou, A. Kouki, Aik. Striftou-Kriara. Theofilos Vorreas was succeeded by G. Sakellariou, as Director of the Laboratory, who adapted in Greek the intelligence scale of Simon-Binet, as revised by L.M. Terman, and developed his own personality scale, known as Terman-Sakellariou. Despite the difficulties that G. Sakellariou was faced with, in the framework of the Psychological Laboratory, he managed to produce remarkable teaching and research work, which was not only limited to the University of Athens, and he also produced an important number of publications. Mrs. S. Paraskeva-Sakka had an important contribution as well.

During the tenure of G. Sakellariou, four departments were established in the Psychological Laboratory: a) psychological research, b) professional orientation, c) clinical psychology, and d) counseling for parents and young individuals.

After the retirement of G. Sakellariou, the oversight of the Psychological Laboratory was assigned to Philosophy Professors Ioannis Theodorakopoulos, Evangelos Moutsopoulos and An. Yiannaras, as for a significant period of time there was no Psychology Professor in the School of Philosophy of Athens.

The independent Chair of Psychology in the University of Athens was established in 1978, and the Psychological Laboratory was appended to it. Ioannis Paraskevopoulos was elected Professor for this Chair, who also undertook Director's duties for the Psychological Laboratory from 1979, continuing the work of his predecessors. His contribution was particularly important in expanding teaching of Psychology in the various Faculties of the University of Athens.

Today, the Psychological Laboratory is located on the 5th floor of the School of Philosophy.

PSYCHOMETRIC LABORATORY

Director: Professor Elias Besevegis

The Psychometric Laboratory was established by the Presidential Decree 170, published in the Government Gazzette No. 61, volume A/10-4-1999.

The aim of the Psychometric Laboratory is:

- The development and weighing of psychometric methods, as well as development of systems and procedures for objective assessment of skills, of interests, of problematic behaviours and other aspects of human personality in both children and adults.

- The education of students in issues related to psychometric and psychodiagnostic methods.

- The facilitation of students interested in conducting research programmes related to psychometry-psychodiagnostics.

The Psychometric Laboratory is located on the 5th floor of the School of Philosophy (room 524) and is available to all interested parties.

LABORATORY OF STUDENTS' PSYCHOLOGICAL COUNSELING

Director: Professor Anastasia Kalantzi-Azizi

The Laboratory of Students Psychological Counseling has been operating since 1990 (Dean's Act 13637/26.10.1990, as "Students Counseling Center" and Government Gazette 99/1.5.2009 under its current name).

The Laboratory is located on the 5th floor of the School of Philosophy (Panepistimiopoli, 15784 Ilisia, tel.: 210-7277554, fax: 210-7277553, email: skf@cc.uoa.gr and website: www.uoa.gr/skf).

The Laboratory of Students Psychological Counseling serves all students of the University of Athens.

The main aims of the Laboratory are:

- Provision of counseling services and direct psychosocial support to students (individual and group counseling, tele-counseling).
- Meeting teaching and research needs in the areas of psychosocial needs of the students, clinical psychology and counseling.
- Mobilizing the student population for issues related to them.
- Scientific publications and publishing.
- Cooperation with other Counseling Centers, Reseach Centers and Academic Institutions with related scientific goals.
- The Laboratory is addressed to students of all Faculties of the University of Athens and provides support and counseling related to:
- Studies, student life (e.g. examinations related stress, problems related to studies, delay in studies, adaptation to student life).
- Relationship problems (e.g. with friends, fellow students, family, partner/significant other).

Other personal problems and stress manifestations (e.g. reduced performance, lack of interest, physical symptoms due to psychological reasons, isolation problems). Parallel to individual counseling, group counseling of an experiential-interventional nature are also available (e.g. examinations related stress, communication skills and relationship issues, enhancement of self-efficacy expectations, improvement of studying skills, peer counseling etc). The aim of group interventions is to help students develop or improve skills and functions related to the specific subject of the group intervention. In the Laboratory, there is also a Service of "Students for Students" and "Talk to an Expert" which are hosted on the internet platform "Mpes!" (http://mpes.uoa.gr/). Recently, the Laboratory has started cooperation with the Students with Disabilities Access Unit (http://access.uoa.gr) offering psychosocial support to students with disabilities of the University of Athens.

The Laboratory conducts feasibility studies and epidemiology studies, which indicate the need to formulate respective interventional programmes. Also, for all activities, efficacy-assessment studies are conducted, in the context of the thesis assignments of the Psychology Programme, diploma theses of the Postgraduate Programme in Clinical Psychology and doctoral theses.

ENVIRONMENTAL EDUCATION LAB

Director: Professor G. Flouris

Senior Researcher: Assistant Professor M. Daskolia

Environmental Education Lab (EEL, http://eel.ppp.uoa.gr) – formerly Center for Environmental Education – is situated within the Department of Pedagogy of the Faculty of Philosophy, Pedagogy and Psychology, at the School of Philosophy of the University of Athens. It offers courses in Environmental Education (EE) and Education for Sustainable Development (ESD) both at undergraduate and postgraduate level and is in charge of the Masters program in Environmental Education offered by the Department. The educational and research activities led by EEL aim at contributing to the knowledge on the design and implementation of pedagogical innovations within the context of formal, non-formal and informal EE and ESD. Current research initiatives focus on: the identification and fostering of creativity in pedagogical practices of EE and ESD; pedagogical use of digital tools and technologies in supporting EE and ESD practices; place-based education in urban contexts; teachers' personal theories and their professional development; public pedagogy and informal environmental learning in the workplace, tourism and recreation.EEL is located at the School of Philosophy premises (office 522, 5th floor). For communication please contact Dr Maria Daskolia (http://www.ppp.uoa.gr/fileadmin/ppp.uoa.gr/uploads/cvs/daskolia_maria_gr_en.pdf) at <nfo@ceed.uoa.gr , mdaskol@ppp.uoa.gr> tel: +30 210 727 7799 fax: +30 210 727 7567

Pre-graduate and post-graduate students
working together at Environmental Education Lab (EEL)

MUSEUM OF EDUCATION

Director: Professor Christina Nova-Kaltsouni

The Museum of Education, operating at the School of Philosophy of the University of Athens, came to fulfil a gap in the training of future educators as well as to intervene in the cultural activities of the country.

It is one of the 15 museums of the University of Athens and is located on the 5th floor of the School of Philosophy. The Museum, to date, expands to an area of 60s.m., with a year long exhibition entitled: Images of the Modern Greek Education".

Presentation on the exhibits of the Museum of Education

The Museum started comprising in 1993 with a recommendation of Professor Theodoros Papakonstantinou. The organization and operation of the museum materialized with the approval and the solidarity of university authorities and diligent work of various educators being detached to the Department of Pedagogy to support its operation.

The aims of the Museum are:

- The salvation of the cultural heritage in the field of education.
- Research and study, at an under graduate and post graduate level, as well as the virtual representation of the history of education in Greece, from antiquity to date and in relation to the Balkans, Europe and the whole world.
- Training of University graduates in the subjects of: a) museum education and b) recording and maintenance of material that exists in schools and is in danger of destruction as time goes by.
- Sensitization of both the educational community and non-school agencies on relevant issues.

EDUCATIONAL TECHNOLOGY LAB

Director: Professor Chronis Kynigos

1. Aims of the Laboratory

The Educational Technology Lab aims to contribute to our knowledge of the ways in which learning processes can be upgraded in all kinds of human activity in the Information Society. The specific aims emerging from the Lab's fifteen year-old history and context of existence are:

- To contribute to our knowledge concerning ways in which we can use digital technologies for learning
- To develop our understandings of learning and teaching processes made possible with the use of digital technologies
- To contribute to the generation of a new ideology for school in the digital era
- To contribute to the education of undergraduate and graduate student teachers
- To offer professional development opportunity to in-service teachers and educators
- To develop original ideas, digital media and materials for learning
- To support the implementation of educational policy directed towards empowering teachers and students within the educational system

2. Activities

Education

On site hands-on student work with a large variety of educational software and authoring systems for education. Professional development for teachers and teacher educators.

On-line availability of course material, publication of exemplary student projects, student discussion fora.

Research

Applied research on learning and teaching processes generated in learning environments based on the use of digital media.

Emphasis on the following learning domains so far: mathematics, geography, history, physics, Greek language. Elementary and secondary levels.

Applied research on the generation of new social dynamics at the classroom, school and educational system levels.

Applied research on new forms of collectivities with emphasis on new kinds of communities of practice designing and implementing technology - based educational innovations.

Design and development of activity plans and digital media for educational innovation

Consultancy

Consultation to educational institutions wishing to infuse the use of digital media as a medium for innovative learning and teaching practice.

Contribution to educational policy for the establishment of new technologies in the educational system.

3. Research areas

- Pedagogical design of constructionist media
- Generation of meanings with constructionist media
- Mathematics, Science, Geography, Environment & Sustainability, Digital Games
- Communication and collaboration in the learning process
- Classroom practices regarding the use of digital media
- Teacher professional development and communities of practice
- Design and infusion of educational innovations based on constructionist media
- Reviews and Theoretical Papers

Students, during class, at the Educational Technology Lab

4. Projects

For over 15 years, Educational Technology Lab has engaged in several multi-organizational projects funded by the European Community, the Greek Ministry of Education and the Greek Ministry of Development.

In these Projects, the Lab, having either the role of the Coordinator or of the participating Partner, has put special emphasis in:

- designing and developing digital tools in a variety of subjects to be used both as on-site research instruments as well as open-ended material for teachers and students,
- designing context-sensitive scenarios underlining the added value of using the digital tools in teaching and learning,
- carrying out empirical research in realistic educational contexts to put in use the digital tools and the scenarios developed,
- training pre-service and in-service teachers in the designing scenarios and developing digital tools in a secondary level,
- infusing and sustaining innovation in schools.

CENTER FOR SCHOOL AND PROFESSIONAL ORIENTATION

Director: Professor Michalis Kassotakis

The Center for School and Professional Orientation (SPO) was established in 1991 with a decision of the Board of Rectors of the University of Athens (act 16/18/3/1991). It is located on the 5th floor of the building of the School of Philosophy (room 523) and operates under the supervision of the Pedagogy Department.

The aim of the Center is to: a) provide services of Professional Counselling and Orientation to students of the University of Athens, mostly, but also to other individuals, b) develop activities related to the professional information provided to students and to the training of educators in this subject, c) conduct relevant studies and research, d) practice of undergraduate and mostly postgraduate students in Professional Counselling and e) provide general support to the post graduate program of studies in Counselling and Professional Orientation of the Philosophy, Pedagogy and Psychology Faculty.

Counselling interview at the Center of School and Professional Orientation

The SPO Center director is an Academic and Research Staff member, specialized in Professional Orientation, who is proposed by the Pedagogy Department and approved by the General Assembly of the Faculty of Philosophy, Pedagogy and Psychology and to date being staffed by Secondary Education teachers, who are on secondment to the above Faculty and are assigned to the Center. These educators, for the most part, have specialized training or/and experience in the area of Professional Counselling and Orientation. To achieve its goals, the Center cooperates with other related institutions of the University of Athens (Center for Student Psychological Counselling) and others. The operation expenses of the Center are being covered by the subsidy of the Pedagogy Department, through the budget of the University of Athens, as well as from its participation in research and training programs.

The Center has gathered significant informational material for under graduate and

post graduate studies in Greece and abroad and for the professional pathways of various fields of studies, which is available to the students and to the educators. It provides counseling support, through interviews, to students, mostly, related to the selection of an orientation of studies at the under graduate and post graduate level and job seeking after completion of studies, as well as help in dealing with various personal or other problems which are related to professional career issues.

The Center also has a network of computers that serve and help students practice, as well as a distance learning program of Professional Counselling and Orientation, with access to date limited to the post graduate students attending the respective post graduate Program.

The SPO Center has organized an important number of scientific and educational day meetings and research studies with subjects related to Professional Orientation, has participated in scientific events organized by other institutions and has actively supported the education of under graduate and post graduate students to the above subject and particularly their practical exercise. Finally, it deals with the adaptation of various Professional Orientation tests into the Greek reality.

Computer room in the SPO Center

For the increase of the informational, educational, research and other scientific activities of the Center, a request has been submitted for the Center to be transformed into a Laboratory of Educational and Professional Orientation. The respective request has been approved by the General Assembly of the Faculty of Philosophy, Pedagogy and Psychology, as well as from the Senate of the University of Athens but the issuance of a respective Presidential Decree from the Ministry of Education and Religious Affairs is still pending.

CENTER FOR INTERCULTURAL STUDIES

Director: Professor George Markou

The Centre for Intercultural Studies (CIS) was established in 1996 and has developed into an important University Centre for the study of intercultural education at a national and international level. It is an interdisciplinary and interdepartmental applied research centre that responds to the educational challenges of globalisation, migration and growing cultural diversity within societies. The CIS forms part of, and is supervised by the Department of Pedagogy within the School of Philosophy of the University of Athens.

The basic aims of the CIS are:

- The promotion of intercultural education and research at an under graduate and post graduate level.
- The development and application of cutting edge research programs in intercultural studies.
- The development and implementation of intercultural education intervention programmes at the school level
- The organisation and conduction of seminars, symposia, and conferences both at a local, national and international level.
- The working collaboration with respective University and research Centres both in Greece and abroad.

The CIS further promotes its aims through the collaborative synergy with the following Postgraduate Course Majors:

- Theory and Methodology of Education
- Educational Policy
- School Environment
- Education and Training of Educators
- Digital Technology and Information in Education

Centre for Intercultural Studies- Project Workgroup

Visit the website: *www.keda.gr*

Intercultural Programmes Implementation

(Active) ***Project Title: "Education of Roma Children"***. The Project forms part of EU Structural Funds Operational Programmes **Education and Lifelong Learning 2009-2013** under the auspices of the Greek Ministry of Education.
The Project promotes quality education provision and social inclusion with direct actions towards ROMA children and families by :

- promoting school participation of Roma children particularly in early years schooling
- facilitating the school enrolment processes for effective access and participation of Roma children in the school system
- providing in-school language and learning support - intervention measures as a means of combating early school-dropout
- providing in-school professional training opportunities for teachers and community members on intercultural education in the promotion of meaningful and successful learning
- working closely with the Roma community in establishing strong links between the school and family through the use of Roma mediators
- offering ongoing counselling and psychological support both to parents and school community members in the attempt to tackle those interpersonal and personal parameters that infringe of successful learning
- provide the opportunity for parents to attend adult learning classes in the attempt for the whole family to participate in the learning process

- establish lasting local and national networks and links in support of ROMA issues in the fields of education, health and welfare

(Completed) ***Project Title: "***Education of Returning Greek and Foreign Migrant Students".
Phase 1:(1997-99), Phase 2: (2000-2004) Phase 3: (2006-2010)
(Completed) ***Project Title:*** "Inclusion and Diversity in Education" A Cross National Project. British Council (2007-2009)
(Completed) (Project partners) ***Project Title:*** "Intercultural Education Dialogues: What unites us, what separates us!" Socrates/Minerva Action (ODL and ICT in Education) Project implementation in cooperation with Romania, UK, Sweden and Greece. Coordinated by Institute of Technology, University of Patra. (2004-2005)
(Completed) ***Project Title: "***Intercultural Education-Training of Educators" (1996-98)

CENTER FOR EDUCATIONAL, SOCIAL AND PROFESSIONAL INTEGRATION OF INDIVIDUALS WITH SPECIAL NEEDS

Director: Associate Professor Angeliki Gena

The research Center of School, Social and Professional Integration (CSSPI) of Individuals with Special Needs, which was established by a decision of the Senate (376/5-9-2003), operates and is being supervised by the Pedagogy Department.

1. The aims of this Center are:

a) The conduction of research and studies related to the school, professional and social integration of special groups: pupils, students, students with special educational needs and, generally, individuals with disabilities. In the case of adult individuals with disabilities, issues of continued learning and professional re-orientation of employed individuals are also included.

b) Specifically, for the department referring to the operation of the new institution of Centers for Diagnosis, Evaluation and Support (CDES), the conduction of research and studies:
   (i) to identify the type and the extent of difficulties faced by individuals with special educational needs within the population of school aged children,
   (ii) for enrollment, classification and attendance of individuals with disabilities in proper school units, as well as for the monitoring and evaluation of their educational progress with the cooperation of school advisors, school unit directors and specialized educators,
   (iii) for the generation of adapted personalized or group programs of psychopedagogic and teaching support, creative occupation etc.,
   (iv) for specifying the type of technical aids and tools that the child needs at school and at home, as well as for the formulation of recommendations for better access and stay at the educational facilities,
   (v) for the replacement of written examinations for students of Special Education School Units, with oral or other examinations in the examinations of secondary education,
   (vi) for the cooperation with the Centers of Social Support and Training for individuals with disabilities.

c) The initial education and traiing of educators, as well as other individuals who undertake the implementation of the school, professional and social integration of special population groups both in the field of education and in other fields not related to education.

d) Preparation of informational, educational aiding materials for the implementation of the previously described task, as well as for information of students of the University of Athens and other Institutions during the course of their related studies.

e) The collection or/and preparation of media, methods and techniques for school, professional and social integration of special population groups.

f) Provision of counseling support and information (for issues of school integration and professional orientation) to those participating in the educational process and professional support in the student settings.

g) Development of cooperation with other centers, institutes and any type of institutions or organizations in Greece and abroad, dealing with issues of school and professional integration and orientation. In particular, cooperation with the Center for Family Counselling, as well as with the other Centers of the

Philosophy, Pedagogy and Psychology Faculty of the School of Philosophy of the University of Athens: Center for Intercultural Education, Center for School and Professional Orientation, Counselling Center of the Psychology Department of the Faculty.

h) Organization of any type of events that are considered to promote school, professional and social integration of individuals with disabilities.

2. The Center includes the following departments:

a) Department of information, responsible for gathering and disseminating information regarding school, professional and social integration of individuals with disabilities.
b) Department of development of methods, aiding media, tools and specialized printed material for the diagnosis, evaluation and support, as well as for other processes and activities necessary for school, professional and social integration of individuals with disabilities.
c) Research department for school, professional and social integration of individuals with disabilities.
d) Counselling department for pupils, students and any party interested in the above mentioned issues.

3. The Center is managed by its Director, who is appointed by a decision of the Pedagogy Department. The Director of the Center is a Professor or an Associate Professor specialized in school, professional and social integration of individuals with disabilities and if an Academic Staff member is not available for this category, then a respective Academic Staff member of a lower grade or of another category related to the specialization of Special Education. The tenure of the Director is three years with an option for renewal.

4. ***The following staff positions should be provided for the best possible operation of the Center****:*

a) Scientific staff, specialized in school, professional and social integration of individuals with disabilities, positions: 5.
b) Technical staff (computer operators, programmers, technicians for photography and production of informational brochures), positions: 4
c) Administrative staff, positions: 5.

The technical staff positions are specified as follows:
two (2) positions of Statisticians-Analysts, University graduates
two (2) positions of computer operators, graduates of secondary education or respective Technical School.

The administrative staff positions are specified as follows:
one (1) position of administrative supervisor, University graduate,
one (1) position of librarian, TEI graduate,
one (1) position of tehnologist-mechanic, for the operation and maintenance of the equipment and appliances of the Center,
two (2) positions for typists.

A required qualification for all administrative staff is adequate command of a foreign language.

Apart of the above positions, the Center can hire additional staff with a specific duration contract to cover exceptional needs. This staff will be remunerated by the Center's resources and will be hired with the responsibility of the Center's Director. It is also possible to detach educators from the primary and secondary education and mostly from Centers for Diagnosis, Evaluation and Support, to the Center.

5. *Financial resources of the Center are:*
   a) Its subsidy from the budget of the University of Athens.
   b) Donations or any kind of support by third parties.
   c) Funding from national or international organizations or other institutions or other agencies aiming at conduction of educational, training or other research programs related to the work of the Center.
   d) Revenue from provision of educational material and other printed material prepared by the Center or from organization of related events, such as congresses, exhibitions etc.

6. The revenues of the Center that does not come from the state budget will be deposited to the Special Account for Research Grants (SARG) of the University of Athens and their management will be made according to the provisions of the legislation applicable to the above account.

Scientifically responsible for the management of these revenues is the Director of the Center, who has the right to decide on expenditures up to the amount of 1.000 € in compliance with all legal procedures. For expenditures exceeding the amount of 1.000 € an approval of the Center's Board of Directors is also required.

CENTER OF CROSS-CULTURAL PSYCHOLOGY

Director: Associate Professor Aikaterini Gari

Aim of the Center of Cross-Cultural Psychology is the study of issues related to the universality of theories and findings, as well as the study of cultural differences, in almost all subject matters of psychology and the application of these findings on groups and individuals, in our country and in other societies.

More specifically, the aim of the Center of Cross-Cultural Psychology is materialized through four interdependent basic goals, with additional programmes and activities. These goals are the following: a) conduction of research in the Greek population, as well as of comparative, cross cultural studies, in cooperation with countries in Europe and other continents, on the basic subject matters of Psychology and in particular areas such as family, personality, development of child and adolescent, quality of life, European values, as well as subjects related to the adaptation of immigrant groups and relocated citizens, b) carrying out intervention programmes in the Greek population and in other countries, with the cooperation of colleagues-researchers from these countries, c) carrying out teaching-training work through lectures and oral presentations in local and international congresses, training manuals-leaflets and articles for the students, as well as through the production of informational and training material for the public, and d) promoting exchange of experiences and development of cooperation with similar Centers, Institutes and any type of Institutions and Organizations in Greece and abroad, which deal with subjects related to Cultural and Intercultural Psychology.

The Center of Cross-Cultural Psychology operates in the premises of the School of Philosophy, under the supervision of the Psychology Department and is managed by the Assistant Professor Aik. Gari. The scientific team of the Center comprises of the Director, Mrs. Aik. Gari, Associate Professor of Social Psychology, other Academic Staff members of the Psychology Department with a related subject, psychologists, PhD candidate students of the Psychology Department in the subjects of Social and Cross-cultural Psychology as well as postgraduate students of psychology and undergraduate students of the Psychology programme and the Philosophy, Pedagogy and Psychology Faculty.

CENTER FOR THE STUDY OF HIGH RISK GROUPS ADAPTATION

Director: Professor Frosso Motti-Stefanidi

The aim of the Center is to study the psychosocial adaptation of individuals living under adverse or/and stressful conditions (e.g. poverty, migration, parent suffering from mental condition, experiencing an earthquake, adoption) and to identify the individual and environmental factors and processes that either protect these individuals from the effects of these negative conditions or which make them more vulnerable to them.

These studies combine the study of psychological adequacy and adaptation difficulties, as well as the comparative study of normal versus pathological behavior.

The **"Center for the Study of High Risk Groups' Adaptation"** deals with:

a) Conducting related studies in the Greek population,
b) Research cooperation with research groups abroad, as well as with respective Centers, Institutes and all types of Institutions or Organizations within the country and abroad,
c) Training under and postgraduate students as well as candidate doctorate students in the methodology of these studies,
d) Providing educational-training work through lectures and books, educational manuals and articles addressed to the students and the general public,
e) Organizing seminars and events to inform related agencies, mental health specialists, educators, students and the general public, about the findings of studies conducted at the Center regarding psychological resilience,
f) Implementing intervention programmes in the Greek population and in other countries, through cooperation with researchers in these countries.

Within the context of the Center's operation, the following post doctorate theses are being currently conducted:

1. "Psychological resilience and perceived discriminations against Gymnasium students of Albanian origin", Nancy Papathanasiou, Clinical Psychologist
2. "Use and abuse of the internet", Vasilis Stavropoulos, Clinical Psychologist
3. "Adequacy of children in single parent families", Melina Doukakou, Clinical Psychologist.

CENTER FOR RESEARCH AND APPLICATIONS OF SCHOOL PSYCHOLOGY

Director: Professor Chryse Hatzichristou

The establishment and operation of the Center for **Research and Applications of Schol Psychology** belongs to the context of a multilevel model of linking theory, research and psychological and counseling interventions in schools, institutions and other facilities, which was forumulated in the context of an effort to develop school psychology and counseling in the Greek educational system and respond to the growing needs of students. The aim of the Center is to provide alternative school psychology services and linking the University with schools, agencies, unions, companies and the international scientific community.

More specifically, the aims of the Center are related to:

a) Creation of effective schools that care for and tend to their members through the promotion of emotional resilience of students, educators and parents through the application of interventional programmes,

b) Sensitization-training of educators and parents, training of undergraduate and postgraduate students and mental health specialists,

c) Provision of counseling services in the context of dialectic psychological counseling,

d) Conduction of research, publications and publishing,

e) Linking and collaboration with agencies and scientific societies/unions of School Psychology in Greece and other countries.

Activities of the Center

- Planning, implementation, evaluation of programmes for prevention and intervention
- Sensitization, education, training of
  - Educators and education executives
  - Under and postgraduate students
  - Mental health specialists and professionals of various specializations
  - Parents and agencies of the community, in a wider context
- Research programmes
- Scientific publications in Greek and international journals
- Organization of seminars, one day meetings, participation in congresses
- Publishing – production of educational material
- Events

Indicative intervention programmes of the Center

- "Programme for the promotion of mental health and learning: Social and Emotional Education at the School" (Hatzichristou, ed., 2004α, β. 2008. 2010α, β, γ)
- "Programme for informing and sensitizing adolescents in issues related to interpersonal relationships and sexual development" in collaboration with the Center of Sexual and Reproductive Health of the Aristoteleion University of Thessaloniki.
- "Crosscultural Programme: The Olympic Spirit through the words of children" in collaboration with the International Association of School Psychology (Hatzichristou, ed., 2004).
- "Programme of psychosocial support – counseling intervention for relocated and foreign students".
- "Programme of counseling and support to single parent families within the school community".
- "Intervention programme to support children in the school community upon crisis situations".
- "Programme of sensitization on differentiation issues: O Triferoulis Mikrofteroulis- Ο Τρυφερούλης Μικροφτερούλης", a fairy tale about being different (Ch. Hatzichristou, ed., 2007) e.t.c.

The scientific team of the Center comprises of the Director, Mrs. Chryse Hatzichristou, Professor of School Psychology of the Department of Psychology and Director of the Postgraduate Programme in School Psychology, Academic Staff members of the University of Athens, professors of School Psychology, doctorate and postgraduate students of the Postgraduate Programme in School Psychology and psychology professionals.

Contact Details

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CENTER FOR THE STUDY OF FAMILY

Director: Professor Elias G. Besevegis

The aim of this Center is the study of subjects related to the structrure and operation of the Greek family as well as of its importance both in the development of the child and in the operation and evolution of the Greek society.

The establishment and operation of the **Center for the Study of the Family** is an opportunity for cooperation of the major sectors of Psychology. Developmental Psychology (human development and evolution), Social Psychology (family as a social institution) and Clinical Psychology (effects of family in the creation and the treatment of problems).

The Center for the Study of the Family: a) conducts empirical research in the Greek population regarding the structure, the operation and the effects of the family, b) develops psychometric tools for the evaluation of the psychological dimensions of individuals and family psychodynamics, and c) undertakes teaching-training work with lectures, announcements, cooperates with the existing and establishes new Parenting Schools as well as cooperation with other agencies of similar interests (e.g. Youth Centers, Substance Abuse Treatment Centers, Secretariat for Equality etc).

The center operates in the School of Philosophy (Psychological Laboratory, 5th floor), with Professor Elias Besevegis as its Director.

CENTER FOR THE DEVELOPMENT OF CREATIVITY

The Center for the Development of Creativity has been established due to the restrictions that still hold in the today's mainstream Greek educational system for the understanding and development of the critical and original thinking, two elements of great importance for human mentality. As empirical research on creativity proved, the negative result of this one-sided practice is the alarming effect that children around the 4th grade of Elementary School, approximately of 9 years old, seem to present a dramatic decline of all their creative skills. Another negative effect of this practice is the marginalization of "gifted and talented" children and finally the formulation of stereotypes for individuals with high abilities within school community and the broader social context.

The goal of the Center is the investigation of specific characteristics and needs of individuals with high potential in the area of creativity, along with the application of principles of creative problem solving and originality in all areas of human activities, and particularly in the mainstream education. Specifically, the Center investigates the specific needs and abilities of individuals with high scoring in fluency, flexibility and originality of creative thinking, towards the perspective of recommending suitable ways for the development of creative strategies to students' family and school teachers. It also focuses on investigating how creative thinking enhances teaching practices in class, teacher-student interaction at school setting and relationships among school staff members in school life. Additionally, it seeks to formulate an integrated model of motivating and developing high creative abilities and skills for children, adolescents and adults under the scope of their utilization in various sectors of human activities and social organization (education, public administration, financial life, interpersonal relationships etc).

CAREER COUNSELING RESEARCH AND ASSESSMENT CENTRE

Director: Professor Despoina Sidiropoulou-Dimakakou

In the context of lifelong guidance the Centre focuses on research concerning career counseling and development as well as on peoples' special interests, abilities and aptitudes evaluation with the use of career assessment methods and tools.

The activities of the Centre are structured according to the following sectors:

a) Improving the connection of research and practice in career guidance and counseling.

b) Conducting career guidance and assessment research with the collaboration of colleagues from Greece and abroad.

c) Planning and developing career counseling and guidance programmes with the collaboration of colleagues from Greece and abroad.

d) Constructing or/ and adapting career assessment tools.

e) Teaching and training work.

The Centre has sustainable partnerships with schools, social agencies, regional institutions, European networks and universities.

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STUDY GUIDE

PSYCHOLOGY PROGRAMME

Applies to students admitted in the Psychology Programme during the academic year 2009-2010 or later

FACULTY OF PHILOSPHY, PEDAGOGY AND PSYCHOLOGY
NATIONAL & KAPODISTRIAN UNIVERSITY OF ATHENS

ATHENS 2012

STUDY GUIDE

PSYCHOLOGY PROGRAMME

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A FEW WORDS BY THE DIRECTOR OF THE PSYCHOLOGY DEPARTMENT

The Psychology Department of the Faculty of Philosophy, Pedagogy & Psychology of the University of Athens offers on one hand courses added with the courses from the Philosophy and Pedagogy Departments leading to a Bachelor from the Department of Philosophy, Pedagogy and Psychology. On the other hand, the Psychology Department on its own offers a comprehensive four-year undergraduate studies - called Psychology Program - which leads to a Bachelor of Psychology, corresponding and equal with Psychology degrees awarded by other universities of our country or abroad. The Psychology Program also offers postgraduate programs: (a) in Clinical Psychology, (b) in School Psychology and (c) in Counseling and Career Guidance.

Continuing the already long and successful presence in the field of Higher Education in the country, our Psychology Program, with the support of 19 faculty members of the Department of Psychology and the important contribution of the Psychology Library as well as the Laboratories successfully responds to the highly demanding and competitive international environment which is formed as a result of the rapid scientific and educational developments in the fields of Psychology and the studies in Psychology.

The primary concern of the personnel of the Department of Psychology (Faculty Members, Administrative staff) is to provide high quality educational services to undergraduate and postgraduate students, so that they become able to successfully meet the demands of the labor market and scientific research. It is a fact that the University is unable to provide jobs to its graduates. However, it must equip them with all the necessary skills to pursue their profession from a position of strength. In this direction, all the efforts for constant updating and upgrading our educational program are oriented.

The Director of the Psychology Department

Professor Klimis Navridis

ADMINISTRATION & PERSONNEL
OF THE PSYCHOLOGY DEPARTMENT

Head: Professor Klimis Navridis

Professors
Elias Besevegis
Chryse Hatzichristou
Frosso Motti-Stefanidi
Klimis Navridis
Despoina Sidiropoulou-Dimakakou

Associate Professors
Anna Christopoulou
Aikaterini Gari
Konstantinos Mylonas
Spyridon Tantaros

Assistant Professors
Anna Aventisian-Pagoropoulou
Filia Issari
Vasiliki-Lissi Kanellopoulou
Alexandra Oikonomou
Vasileios Pavlopoulos
Fotini Polychroni
Petros Roussos

Lecturers
Asimina Ralli

Special Technical Laboratory Staff
Konstantina Dimitropoulou
Christina Katsiadrami
Alexandra Mavrommati
Olympia Papaioannou

Clinical Psychologist, open ended employment contract (Laboratory of Psychological Counseling for Students)
Diana Charila

Librarians
Sofia Akrivopoulou
Loukas Argiriou
Areti Pantelopoulou

Secondary teachers on secondment
Theodora Skali Psychologist, MSc, PhD

Social Worker
Vasiliki Sapouna

Library of the Psychology Department
Director: Associate Professor Anna Christopoulou

Laboratory of Experimental Psychology
Director: Assistant Professor Petros Roussos

Laboratory of Students' Psychological Counseling
Director: Professor Anastasia Kalantzi-Azizi

Psychometric Laboratory
Director: Professor Elias Besevegis

Center for the Development of Creativity
Director:

Center of Cross-Cultural Psychology
Director: Associate Professor Aikaterini Gari

Career Counseling Research and Assessment Center
Director: Professor Despoina Sidiropoulou-Dimakakou

Center for Research and Applications of School Psychology
Director: Professor Chryse Chatzichristou

Center for the Study of Family
Director: Professor Elias Besevegis

Center for the Study of High Risk Groups Adaptation
Director: Professor Frosso Motti-Stefanidi

Psychology Programme website: http://www.psych.uoa.gr

Access to the School of Philosophy
By bus:

No 220: Academia – Ano Ilisia
No 221: Academia – Panepistimiopoli
No 222: Academia – Zografos cemetery
No 250: Panepistimiopoli – Evangelismos station
No E90 (Express): Pireaus – Panepistimiopoli

1. **Metro + Bus:**
   Metro: Evangelismos station – Bus 250

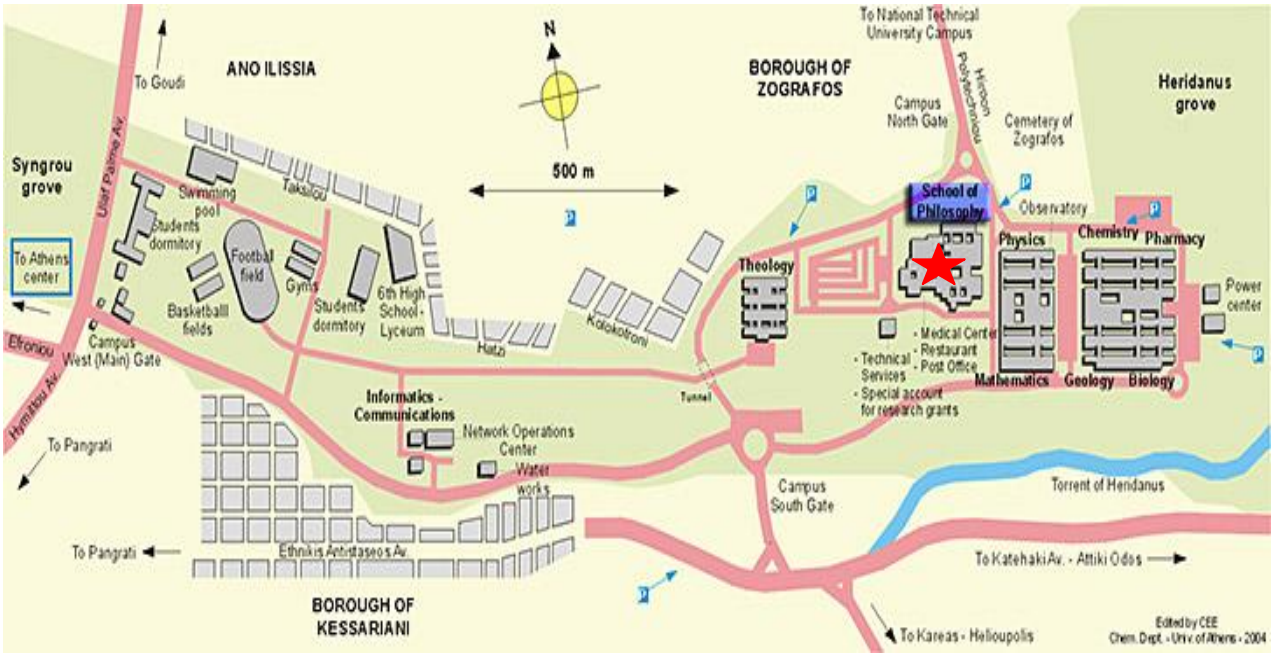
2. **By car:**
   Around the building of the School of Philosophy, there is adequate parking space. However, due to the large number of students and professors, finding a place to park after 10:00a.m. can be a challenging experience.

4. **Faculty's Secretariat:** 3rd floor, School of Philosophy.
   Monday, Wednesday and Friday, 11:00-13:00

5. **Departments' Secretariat:** 5th floor, School of Philosophy.
   All work days, 09:00-14:00

6. **Libraries:** Pedagogy and Psychology: 5th floor
   Philosophy: 7th floor
   All work days, 08:00-17:00

7. **Professors' offices:** 5th floor
   Faculty members receive students at office on specific days/hours.



★ School of Philosophy

Map of the Panepistimiopoli (University Campus)

CLASSES AND EXAMINATION PERIODS OF THE ACADEMIC YEAR 2012-2013

FALL SEMESTER

a) Classes period: 15/10/2012 – 25/1/2013

b) Examinations period: 28/1/2013 – 22/2/2012

c) Official holidays 28/10, 17/11, 30/1

d) Christmas Holidays 24/12/2012 – 4/1/2013

SPRING SEMESTER

a) Classes period: 25/2/2013 – 7/6/2013

b) Examinations period: 10/6/2013 – 5/7/2013

c) Official holidays 18/3, 25/3, 1/5, 24/6

d) Easter Holidays 29/4/2013 – 10/5/2013

e) September examination period: 2/9/2013 – 27/9/2013

PROGRAMME OF STUDIES

PSYCHOLOGY

PROGRAMME

STUDY PROGRAM FOR THE BACHELOR IN PSYCHOLOGY

The Psychology Programme (Article 28, paragraph 24 of Law 2083/1992, Government Gazette Issue A 159, 09/21/1992) is to train psychologists in order to be capable of working in research, teaching and practice of psychology. In addition, the Psychology Program is intended, together with the Department of Psychology, which is the academic institution for its implementation, the following:

1. The promotion of research, teaching and practice of the science of Psychology.

2. Dissemination and use of evidence-based knowledge of Psychology.

3. Provision of psychological training to students and Secondary school teachers.

The Psychology Programme leads to a Bachelor in Psychology from the Department of Philosophy, Education and Psychology, which is considered as corresponding to equivalent degrees from other Departments of Psychology across country. The minimum duration of studies in the Psychology program is set at eight (8) semesters.

After the proposal of the Department of Psychology and the General Assembly of the Department of Philosophy, Pedagogy and Psychology (meeting of 17.2.2010), the Study Guide of the Psychology Programme, the coordination of which has the Department of Psychology (P. D. 140/1993), it has been restated as follows:

The modules of the Programme are distinguished into obligatory and elective. Obligatory are the modules that all students of the respective major must attend and succeed in. elective are the modules out of which the student can select some, so that he/she completes the necessary number of modules for his/her major. It must be noted that attending lectures, participating in seminars and communicating with professors are necessary requirements for students' training.

In order to facilitate students formulate a reasonable programme of studies, for each semester, the Department of Psychology has proposed the following **Indicative Programme of Studies**. In this programme, the allocation of modules into semesters is indicative and not obligatory, and corresponds to normal attendance circumstances adapted to the smallest possible number of eight (8) semesters.

For the calculation of the grade of the degree, the grades of all modules, as well as the thesis required for acquiring a degree are taken into consideration.

The academic year is divided into the teaching periods of fall and spring semesters.

The student of the PSYCHOLOGY PROGRAMME in order to be awarded the PSYCHOLOGY DEGREE must:

a) attend and examined successfully in 53 modules (lectures and seminars) from psychology and other scientific disciplines, which all together amount to 159 ECTS (credits) or 208,5 credits (ECTS),
b) complete a practical exercise, which equals to 9 credits (or 14 ECTS) in institutions and organizations of applied psychology
c) successfully complete a preparation seminar for the degree thesis, which is equivalent to 3

credits (or 3 ECTS), and
d) to carry out a degree thesis in a psychological research topic, which is equivalent to 9 credits (or
16 ECTS).

The total credits of the Study Program is 180 and they are equivalent to 241,5 credits.

ALLOCATION OF MODULES

A. Psychology Modules

The Psychology modules are divided into Required (78 credits or 130 ECTS) and Elective (54 credits or 54 ECTS) as follows:

1. Required Psychology modules

The student must attend and successfully examined in all of the following 26 modules:

1. PSY00 - Introduction to Psychology
2. PSY01 - Developmental Psychology I
3. PSY02 - Developmental Psychology II
4. PSY05 - Cognitive Psychology II
5. PSY07 - Clinical Psychology II
6. PSY09 - School Psychology: Connecting Theory and Practice
7. PSY10 - School Psychology
8. PSY11 - Social Psychology I
9. PSY12 - Social Psychology II
10. PSY22 - Developmental Psychopathology
11. PSY27 - Biological Bases of Behaviour
12. PSY32 - Cognitive Psychology I
13. PSY33 - Psychology of Learning
14. PSY37 - Neuropsychology I
15. PSY39 - Career Counseling
16. PSY40 - Psychopathology
17. PSY43 - Psychology of Personality
18. PSY44 - Counseling Psychology
19. PSY45 - Psychology of Motivation
20. PSY51 - Clinical Psychology I
21. PSY54 - Psychology of Learning Disabilities
22. PSY56 - Cross-Cultural Psychology
23. PSY61 - Research Methods in Psychology
24. PSY62 - Statistics in Behavioural Sciences I
25. PSY65 - Statistics in Behavioural Sciences II
26. PSY85 - Clinical Social Psychology

3 credits and 5 ECTS are assigned to each of the 26 required modules.

2. Elective Psychology modules

From the following five (5) groups of psychology modules, the student must attend and successfully examined in eighteen (18) total modules with the restriction that the fourteen (14) will come from the 5 groups as follows: Four (4) modules from Group I, four (4) from Group II, two (2) modules from Group III, two (2) from Group IV and two (2) modules from Group V. For the remaining four (4) elective modules the student will be free to choose from any group or from only one group.

GROUP I (Developmental – School Psychology)

1. PSY04 - Psychology of the pre-school and school age
2. PSY06 - Adolescent Psychology
3. PSY08 - Psychology of the Third Age: Lifelong development
4. PSY24 - Applied Developmental Psychology
5. PSY25 - Psychology of Evolution
6. PSY29 - Psychological assessment of school age children
7. PSY30 - Psychology of Personality
8. PSY31 - Individual differences
9. PSY34 - Language development and language difficulties
10. PSY35 - Cognitive Development
11. PSY41 - Adjustment difficulties in school and family
12. PSY42 - Psychosocial Problems of School-Age Children and Adolescents
13. PSY55 - Psychology of reading and writing
14. PSY75 - School Psychological Counselling
15. PSY76 - Family and school prevention and intervention
16. PSY79 - Family and Development
17. PSY91 - Psychoeducational approaches for the intervention of learning disabilities
18. PSY92 - Psychological and psychoeducational assessment in the school setting
19. PSY97 - Applied issues of pathological ageing
20. PSY99 - Research and application in learning disabilities

GROUP II (Personality – Clinical Psychology)

1. PSY36 - Career Assessment and Guidance
2. PSY46 - Psychoanalytic theories of personality
3. PSY47 - Behavioural Theories of Personality
4. PSY48 - Psycho diagnostics-Personality, Psychic functioning and Psychopathology Assessment
6. PSY57 - Psychodynamic approaches to psychotherapy
7. PSY58 - Cognitive behavioural approaches in psychotherapy
8. PSY59 - Systemic approaches in Psychotherapy
9. PSY60 - Social inclusion of people with special needs
10. PSY73 - Health Psychology
11. PSY84 - Psychology of Communication
12. PSY86 - Psychoanalysis and Language
13. PSY88 - Basic psychoanalytic concepts: Lacanian approach
14. PSY89 - Psychoanalytic clinic: Lacanian approach

15. PSY93 - Counselling Psychology: Special Topics
16. PSY101 - Introduction to Psychoanalysis: Theory and practice
17. PSY102 - Psycho education of the family on ageing
18. PSY103 - Special Issues in Clinical Psychology
19. PSY104 - Special Issues in Health Psychology

GROUP III (Social – Cross Cultural Psychology)

1. PSY13 - Attitudes and values
2. PSY14 - Ecological and Environmental Psychology
3. PSY15 - Social interaction and personal relationships: a systemic approach
4. PSY16 - Organisational Psychology
5. PSY17 - Family: Socio-psychological analysis
6. PSY18 - Psychology of Mass Media
7. PSY19 - Psychology of Immigration
8. PSY20 - Psychology of the consumer
9. PSY67 - Psychology of gender relations
10. PSY71 - Psychology of Economic behaviour
11. PSY78 - Applied Social Psychology
12. PSY81 - Psychology of groups: Psychodynamic Approach
13. PSY94 - Current Approaches in Counselling Psychology
14. PSY105 Career Assessment & Guidance of people with Special Needs

GROUP IV (Cognitive – Experimental Psychology - Methods)

1. PSY49 - Measurements of special interests, aptitudes, and abilities
2. PSY53 - Psychology of Language
3. PSY63 - Psychometrics I
4. PSY66 - Experimental Psychology
5. PSY68 - Psychometrics II
6. PSY70 - Introduction to Mathematical logic
7. PSY72 - Multivariate Statistics
8. PSY90 - Applied Cognitive Psychology
9. PSY95 - Qualitative Methods in Psychological Research
10. PSY106 - Neuropsychology II

GROUP V

1. PSY38 - History of Psychology
2. PSY64 - Computers
3. PSY74 - Sport Psychology
4. PSY109 - Human-Computer Interaction
5. PSY110 - Module Sociology I
6. PSY111 - Module Sociology II
7. PSY112 - Module Cultural Anthropology I
8. PSY113 - Module Cultural Anthropology II
9. PSY114- Ethics in Psychology and Code of Conduct-Deontology

10. PSY115 - Forensic Psychology
11. PSY116 - Political Psychology

3 units and 3 ECTS are assigned for each one of the 18 elective modules in Psychology

B. Modules from the Departments of Philosophy and Pedagogy of the Faculty of Philosophy, Pedagogy and Psychology

The student must attend and successfully examined in three (3) modules from the Department of Philosophy and two (2) modules from the Department of Pedagogy, which are equivalent to 15 credits (12,5 ECTS). These modules will be defined by the Department of Psychology in collaboration with each of the Departments.

2,5 ECTS will be assigned for each of the 3 Philosophy and 2 Pedagogy modules

C. Free elective modules from other Departments (except from the Philosophy, Pedagogy and Psychology)

The student must attend and successfully examined in four (4) modules equivalent to at least 12 credits (12 ECTS) that she/he freely chooses from the modules taught in any University Department in the country, with the restriction that these modules are not Psychology modules.

If a student intends to select modules outside the Faculty of Philosophy of Athens, he/she must discuss it with the Secretary of the Department beforehand, to avoid bureaucratic problems.

3 ECTS are assigned for each of the 4 free electives.

D. Practice Internship

The student must complete his/her practice internship in institutions of applied psychology (e.g., mental health centers, psychiatric clinics, counseling centers, schools, etc.). The practice internship lasts 160 hours and takes place during the fourth year of study (semesters G and H), within a period of not less than two months. The practice internship is rated with characterizations "successful" or "unsuccessful" and is equivalent to 9 credits or 14 ECTS, divided into 2 semesters (Practice Internship I & Practice Internship II).

E. Degree Thesis

The student, during the last two semesters of study (semesters G and H) must prepare a degree thesis on a psychological research topic under the supervision of a faculty member of the Department of Psychology. The choice of the research topic is an issue of collaboration with the supervisor and it has to be reported to the Secretariat of the Department of Psychology at the beginning of the semester of study. Final approval of the degree thesis is given by a three-member examination committee which has been established following the supervisor's proposal. The degree thesis is rated on a scale of 0-10 equivalent to 9 credits (16 ECTS).

In order for the students to be prepared for their degree theses, they are required to assign for the "Degree Thesis Seminar" at the Secretariat in F semester." The seminar is equivalent to 3 credits and is not included in the calculation of the student's total grade for the degree. However, the successful completion of the "Degree Thesis Seminar" is required before assigning for the Degree Thesis. As part of the seminar, students will develop a small-scale research project and they will submit a brief research report which will be rated with the characterizations "successful" or "unsuccessful".

3 ECTS will be assigned for the Degree Thesis Seminar.

Notes:

1. During A and B semester, the student assigns to the modules he/she haw to attend according to the INDICATIVE PROGRAMME.

2. For the modules that have the same title and indication I or II, the module with the marked indication I is a prerequisite of the module with the same title marked with the indication II.

3. From the elective Psychology modules, the student may, upon written approval of the Department of Psychology, to attend and get examined to modules which are equivalent to 18 credits in Departments of Psychology at other Universities.

4. The grade of the degree is extracted from the grades in modules and the degree thesis according to their teaching units (not taking into account the Practice Internship Seminar and Degree Thesis Seminar).

5. The Department of Psychology with its announcement at the beginning of the first semester defines the academic advisor for each student of the Psychology Programme, a faculty member of the Department of Psychology. Students are invited to communicate with their academic adviser and discuss with them study guide matters.

INDICATIVE PROGRAMME OF STUDIES

In order to facilitate students formulate a reasonable programme of studies, for each semester, the Department of Psychology has proposed the following **Indicative Programme of Studies**. In this programme, the allocation of modules into semesters is indicative and not obligatory, and corresponds to normal attendance circumstances adapted to the smallest possible number of eight (8) semesters.

Also, before the declaration of the modules, at the beginning of each semester, students are encouraged to seek the advice of a faculty member, which is set by the Department of Psychology as an academic adviser.

SEMESTER	T.U.	ECTS	SEMESTER	T.U.	ECTS
A΄	**21**	**30**	**B΄**	**21**	**30**
Introduction to Psychology	3	5	Developmental Psychology I	3	5
Developmental Psychology I	3	5	Social Psychology II	3	5
Social Psychology I	3	5	Cognitive Psychology I	3	5
Biological Bases of Behaviour	3	5	Research Methods in Psychology	3	5
Statistics in Behavioural Science I	3	5	Statistics in Behavioural Science II	3	5
Introduction to Philosophy	3	2,5	Philosophy module	3	2,5
Introduction to Pedagogy	3	2,5	Pedagogy module	3	2,5
C΄	**21**	**30,5**	**D΄**	**21**	**31**
Cognitive Psychology II	3	5	Developmental Psychopathology	3	5
Psychology of Personality	3	5	School Psychology: Connecting Theory & Practice	3	5
School Psychology	3	5			
Psychology of Learning	3	5	Psychology of Motivation	3	5
Clinical Psychology I	3	5	Clinical Psychology II	3	5
Elective Psychology module	3	3	Counseling Psychology	3	5
Philosophy module	3	2,5	Elective Psychology module	3	3
			Free selection	3	3
E΄	**24**	**30**	**F'**	**24**	**30**
Psychopathology	3	5	Cross-Cultural Psychology	3	5
Neuropsychology I	3	5	Career Counseling	3	5
Psychology of Learning Disabilities	3	5	Clinical Social Psychology	3	5
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Degree Thesis Seminar	3	3
G΄	**23**	**30**	**H΄**	**25**	**30**
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Elective Psychology module	3	3
Elective Psychology module	3	3	Free selection	3	3
Free selection	3	3	Free selection	3	3
Practical Exercise I	4	7	Practical Exercise II	5	7
Degree Thesis	4	8	Degree Thesis	5	8

ORGANIZATION OF STUDIES

Admission of new students

The students to be admitted in the Faculty of Philosophy, Pedagogy and Psychology, and the Psychology Programme, based on the results of the National Entrance Examinations, are announced on the Faculty's Secretariat board.

Their invitation and admission are made according to the provisions of the Presidential Decree which is in force at the time and within a deadline set by the Minister of National Education and Religious Affairs. Within the same deadline, an application for exceptional admission must also be submitted by chronic patients, at a percentage of 3%, according to the provisions of Laws 1351/81 and 2640/98.

For admission, the student or his/her legal representative submits the following documents to the Faculty's Secretariat:

a) Application for admission.

b) Certificate of graduation from Lyceum or degree or any proof of graduation from the school attended or a certified photocopy of these titles. In case an original title is submitted (certificate of graduation or degree) this can be returned, when the interested party submits respective proof or a photocopy.

c) A solemn declaration where the student declares that he is not enrolled in another School or tertiary education Faculty in Greece or abroad.

d) Certificate of graduation, if the student was enrolled in another faculty during the previous academic year.

e) Six photographs, police ID-type.

f) Certified photocopy of the student's police identification card.

During admission, the Secretariat checks and compares the information of those applying for admission with the individual record of success and with the official copy of the name list.

Newly admitted students are obliged to undergo medical tests (x-ray, general clinical and dermatological examination) which are performed by the health services of the University free of charge.

In case of exceptional circumstances, such as prolonged natural disaster, army conscription or absence abroad, the admission of a student who has failed to register within the deadline provided by the Presidential Decree in force at the time, is possible, with a justified decision of the Faculty's Board of Directors, following an application of the student which must be submitted within a strict deadline of thirty (30) days from the expiration of the admissions deadline, stating the reasons for the delay.

A student that has not been registered via the process listed in the previous paragraph, loses his/her right to be admitted for the specific academic year as well as for the following years.

Overdue applications for admission are not accepted, unless the Faculty decides that there are serious reasons justifying the delay and, in any case, delays should not exceed one month.

For admission in Postgraduate Programmes, the requirements are set by the regulations of each Faculty, which have been approved by the Faculty's Special Assembly.

Legal status of studies

The Programme of Study is defined by the General Assembly of the Faculty, according to articles 24 and 25 of Law 1268/82, article 9 of Law 2083/92 and article 1, paragraph 5 of Law 2188/94.

The above articles are listed below:

b) Article 24 of Law 1268/82 "Studies Programme"

1. The Programme of Studies includes the titles of the required modules, of the required elective and the elective modules, their content, the teaching hours per week, during which teaching is conducted as well as the sequence or interdependence of modules.
2. The Programme of Studies is adapted to the minimum number of semesters required for acquiring the degree, which is specified for each degree through a Presidential Decree issued following the response of the Board of Higher Education and the Schools and which cannot be less than eight semesters.
3. Every semester's module includes a number of credits. One credit corresponds to one hour of teaching per week times one semester, in the case of independent teaching, and to one up to three teaching hours or hours of practice per week for one semester for the remaining topics, according to the respective decision of the General Assembly of the Faculty. The Programme of Studies also includes the minimum number of credits required to acquire the Bachelor's degree.
4. The assignment of modules to semesters is indicative and not obligatory for the students. However it does correspond to normal attendance circumstances, adapted to the minimum number of semesters required to acquire the Bachelor's degree and to the sequence of the prerequisite modules and the modules depending on prerequisite modules. According to the Programme of Studies, prerequisite and further modules are specified. The student submits his/her statement of preference to the Faculty's Secretariat, in the beginning of each semester and on dates specified by the General Assembly.
5. The General Assembly is responsible for specifying the Programme of Studies. The Programme of Studies may be revised on April of each year. The President assigns a Programme Committee, consisting of General Assembly members with a one year tenure, which submits a respective recommendation to the General Assembly, after having summarized the recommendations of the Departments.
6. The decision of the General Assembly for the Programme of Studies is copied to the Dean and to the National Academy of Sciences and published in the Study Guide.
7. The Programmes of Studies of a Faculty may also include modules belonging to the disciplines of other Faculties of the same or of another School. In this case, teaching duties to Academic Staff members of this Faculty are assigned through a decision of the Dean or the Board of Rectors respectively, following a recommendation of the respective Faculties or Schools.
8. In case a student fails a required module, he/she is obliged to sign up for the module again at a following semester.
9. For all modules of the Programme of Studies, the Department responsible for teaching the modules is identified. These modules can be taught by any Academic Staff member of the Faculty.

10. In case of a module taught to a large number of students, an effort is made to divide classes into groups with a smaller number of students and teaching the module for each group is assigned to an Academic Staff member of the respective Department.

b) Article 25 of Law 1268/82 "Studies Regulation"

1. The academic year begins on September 1st of each year and ends on August 31st of the following year.
2. Each academic year is structured into two semesters.
3. Disruption of the educational work as well as the operation of a University overall, apart from the provisions of this law, is possible only with a decision of the Senate and only for exceptional circumstances.
4. If for any reason the number of actual teaching hours for a module is smaller than 4/5 of the number provided for in the Programme for the working days of the respective semester, the module is not considered completed.
5. The internal regulations of Universities specify the particulars related to the possibility of organization and operation of summer semesters for intensive education or to complement the semester's curriculum.
6. In case of repeated failure in an elective required module, the student is obliged to either attend the module again in following semesters or to replace it with another elective module.
7. The student completes his/her studies and acquires the Bachelor's degree, when he/she has successfully completed relevant modules and achieved the required number of credits. The grade of the degree for students admitted to Universities from academic year 1983-1984 onwards, is specified by a decision of the Ministry of Education and Religious Affairs (added with article 4, paragraph 3, of Law 1674/86).
8. All matters related to the type of the degrees and graduation are specified in the internal regulations of Higher Education Institutions.
9. The Bachelor's degree is issued within a period of two months at most, following the completion of studies; it is signed by the Rector, the President and the Secretary of the respective Faculty. If the above period of two months has been exceeded, the degree is issued with the signature of the Rector only and in cases of obstruction or absence, the degree is signed by the Vice-Rector responsible for academic affairs and personnel (added with article 48 of Law 1946/91).

c) Article 9 of Law 2083/92 "Regulation of issues relating to undergraduate studies"

1. Every semester consists of at least thirteen (13) full weeks of teaching, followed by the necessary number of weeks for examinations. There are three examination periods: January-February, June and September. The duration of the examinations period is three (3) weeks for the periods of September and January-February and four (4) weeks for the period of June.
2. The first semester begins in the second fortnight of September and the second semester ends in the second fortnight of June. The exact dates are specified by the Senate. But, in exceptional cases, the Minister of Education and Religious Affairs, following a recommendation of the Senate, sets the beginning and end of both

semesters to different dates, so that the number of weeks specified in paragraph 5 can be achieved.

3. In the examination period of September students can be examined for modules of both semesters (fall and spring semester), while in the examination period of June students can only be examined for modules of the spring semester. During the examination period of January-February, apart from the modules of the fall semester, modules of the last spring semester can also be examined. The grade for each module is assigned by the teaching professor, who is obliged to organize written or oral examinations or use subjects or laboratory exercises according to his/her judgment.
4. If the student fails at least four (4) times in the examinations of any module, the Board of Directors of the Faculty may, following an application and taking into consideration any additional requirements provided for in the Faculty's internal regulation, assign a three members committee for reexamination where the examiner is required to participate as well.
5. In paragraph 5 of article 25 of Law 1268/1982 the number "2/3" is replaced by the number of "4/5".
6. After completion of the time period allowed as minimum duration for undergraduate studies of a faculty, extended by two (2) years, students are no longer entitled to any kind of benefits, such as medical and hospital care, academic achievement scholarships, scholarships and student loans, free meals, accommodation and free supply of books or other educational material, transportation facilitation etc.

Applying for modules and books

Applying for modules is performed through the internet, on a dedicated website. For this process, students must acquire an electronic access code. For each semester, a specific period is announced by the Faculty's Secretariat, during which the system allows students to apply for modules and books. To receive a book, an application must be submitted. After expiration of this period, no change can be made to modules and books applications, as there is no access to the electronic applications system (Eudoxus).

To register in the "my-studies" service and to acquire an electronic access code with a username and a password, students must first submit a respective application through **http://webadm.uoa.gr → "New User Application" → "Undergraduate students"**.

The application of modules and books, as well as the announcement of grades are made through the website: **http://my-studies.uoa.gr**.

Clarifications for registering in the website http://webadm.uoa.gr

During the registration procedure at the website http://webadm.uoa.gr, for the system to identify the applicant, he/she will be asked to provide:

- His/her full registration number (13 digits: 1562 followed by the year of entry and the 5-digit registration number) and
- The number of his/her police identity card (the ID number should be entered without spaces and using Greek capital letters, where needed).
- After being identified by the system, the applicant will be asked to provide his/her name using both Greek and Latin characters. The full first and last name of applicants must be provided, no name variations are allowed.
- After properly completing and submitting these data, **a protocol number is assigned to the application of the respective student**, as well as a **PIN number** which will be used for activation of the student's account.
- The data provided is being processed during working days and hours by the Faculty's Secretariat.
- Following the link "Account Activation (via PIN)" at the website: http://webadm.uoa.gr, the student can track the progress of his/her application. If the data he/she provided are approved, he/she will be asked to set his/her password, while the username to be used for this service will be assigned to him/her.
- After approval of students' data by the Faculty's Secretariat and the activation of their account, students may visit the website: http://my-studies.uoa.gr and use the service, by entering his/her username and password.

CONTENT OF MODULES

Code:	PSY 00	ECTS:	5	Type:	Required	Semester:	Fall
Title	INTRODUCTION TO PSYCHOLOGY						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	This introduction course provides students with an overview of the current body of knowledge and methods of the science of psychology. Topics include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change and social behavior. Emphasis will be placed on the application of psychology to diverse human endeavors						
E-class:							

Code:	PSY 01	ECTS:	5	Type:	Required	Semester:	Fall
Title	DEVELOPMENTAL PSYCHOLOGY I						
Module Tutor:	Professor Elias Besevegis						
Description:	This course introduces students to theories on the subject, methods of research and the work of Developmental Psychology and analyzes the typical development of children during infancy to preschool age. Specifically the course covers the following topics: - The discipline of lifespan development (Definition, scope and areas of development) - The role of heredity and environment in lifespan development - Theoretical approaches to lifespan development - Research Methods - Early development: Genes and chromosomes. From genotype to phenotype - Genetic and environmental influences on intelligence and personality - Prenatal Development - Childbirth. Complications in childbirth - A normal newborn baby: physical, sensory and motor development in infancy - Cognitive development in infancy: Theories of Piaget, Vygotsky and theory of information processing. Language development - Social and personality development in infancy - Physical and mental development in preschool age: Piaget, Vygotsky, information processing theory. Language and learning Social and personality development in the preschool period: the concept of self, friends and family, development of morality, aggression						
E-class:							

Code:	PSY 02	ECTS:	5	Type:	Required	Semester:	Spring
Title:	DEVELOPMENTAL PSYCHOLOGY II						
Module Tutor:	Professor Elias Besevegis						
Description:	This course is a continuation of Developmental Psychology I and considers the typical development of school children and adolescents. It also includes a general reference to the central features of adulthood. Specifically, it covers the following topics: - Physical and cognitive development in school age: Cognitive and linguistic development. Bilingual children. Reading. Individual Differences in Intelligence - Psychological disorders in school age. - Social and personality development in school age: The concept of self, children's friendships. Development of morality. The role of school and family. - Physical and cognitive development in adolescence: Primary and secondary characteristics of puberty. Theories of Piaget and information processing theory. Teenage self-centeredness. The adolescent and the school. Risks faced by the teenager. - Social and personality development in adolescence: The sense of self and identity formation. - Psychological disorders in adolescence - Parents and teens. Adolescent friendships. Adolescent delinquency. Gender and relations. Psychosexual identity. Teenage pregnancy. - Physical, cognitive and social development during the early, middle and late adulthood						
E-class:							

Code:	PSY 03	ECTS:	5	Type:	Required	Semester:	Fall/Spring
Title:	DEVELOPMENTAL PSYCHOLOGY						
Module Tutor:	Lecturer Asimina Ralli						
Description:	Developmental Psychology is offered as a required and elective course for students of the Faculty of Philosophy, Education, and Psychology as well. It is taught both in the fall and spring semester (3 hours per week) and it corresponds to 5 credits according to the ECTS system. The content of the course comprises the following: • Basic concepts and theories in Developmental Psychology • Developmental characteristics in infancy and preschool age • The course of physical growth for school age children and adolescents • Early and Delayed puberty • Cognitive, linguistic and social development for school children and adolescents • The personality in adolescence • Moral development • Schooling • Family and school • Difficulties in school adjustment						
E-class:	http://eclass.uoa.gr/courses/PPP269						

Code:	PSY 04	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOLOGY OF THE PRESCHOOL AND SCHOOL AGE						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	Language development: Interpretations of its language. The relations of language and thought. Social development during the preschool age: social and individual identity, self-regulation, aggressive behaviour and pre-social behaviour, emotional development and regulation. Families, schools and communities as contexts of development. Social development at the school age. Games, rules of behaviour, friendship, changing of parent – child relations. Education and development of academic skills.						
E-class:							

Code:	PSY 05	ECTS:	5	Type:	Required	Semester:	Fall
Title:	COGNITIVE PSYCHOLOGY II						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	The following topics are covered during the lectures: Definition and the nature of thinking; methodological issues in the study of thinking; problem solving; reasoning; analogical thinking; creativity; decision making. Language. Metacognitive processes. Cognitive development. Consciousness. Cognition and emotions. Artificial intelligence.						
E-class:	http://eclass.uoa.gr/courses/PPP140/						
Pre-requisites:	PSY32 –Cognitive Psychology I						

Code:	PSY 06	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	ADOLESCENT PSYCHOLOGY						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	Adolescence as the transitional stage between childhood and adulthood. Adolescents' profile in contemporary society. Biological and psychosexual development. Teenage pregnancy. Young mothers. Profile of young mothers. The adolescent body-image. Sex education. Social development. The adolescent society: various subgroups, peer groups. Adolescent and his family. Parents and adolescents in conflict. Parents' absence. Mixed weddings. Adolescents and school. Adolescent employment and jobs. Young person with unethical or dishonest behaviour. Pre-delinquency and juvenile delinquency.						
E-class:							

Code:	PSY 07	ECTS:	5	Type:	Required	Semester:	Spring
Title	CLINICAL PSYCHOLOGY II						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	Clinical Psychology I is a prerequisite for this course. a) Initially, the role of Clinical Psychologist in community structures is presented through examples drown from the field of addictions, immigrants' mental health etc. (Examples from the Community Clinical Psychology). Moreover, a model of interpretation and intervention in mental illness is presented, namely, the cognitive-behavioral model, which has had a great impact on the clinical psychologist's work as well as on the interventions in the community (e.g. psychosis, students' mental health etc.) b) The psychoanalytic approach in greater depth Historical overview of the clinical application of the psychoanalytic approach. The psychoanalytic approach to psychopathology and intervention Current developments in clinical practice- the psychosomatic approach, approaches to social problems (e.g. unemployment, economic changes) Contemporary developments in research on clinical practice and outcome. c) In the framework of the psychoanalytic approach, the concept of the symptom is presented as a subjective sign. Through examples, the psychic etiology, the meaning and the function of the symptom, its role in the diagnosis and its relation to the social bond are discussed.						
E-class:							

Code:	PSY 08	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGY OF THE THIRD AGE:LIFELONG DEVELOPMENT						
Module Tutor:	Assistant Professor Anna Pagoropoulou-Aventissian						
Description:	The purpose of this subject is to provide a reference source for the scientific and professional literature on the psychology of adult development and ageing. The basic behavioural processes are described and explained by age–related changes, which occur with advancing age. The explanations of the phenomena involve a wide range of factors, including biological influences, disease and social influences, such as generational differences and historical events. Research on the psychology of ageing continues to be in an expanding phase by all different directions of study: The psychodynamic, the behavioural, the client–centered, the systemic and the Gestalt oriented. It is hoped that all the above directions lead to an improvement in the conditions and quality of later human life.						
E-class:							

Code:	PSY 09	ECTS:	5	Type:	Required	Semester:	Spring
Title:	SCHOOL PSYCHOLOGY: CONNECTING THEORY AND PRACTICE						
Module Tutor:	Professor Chryse Hatzhichristou						
Description:	IV. School Psychology as science and profession • School psychology as specialty of psychology • The role of school psychologists • Provision of school psychological services in Greece and other countries V. School prevention and intervention programmes • Levels of prevention and intervention • Planning, application and evaluation of intervention programmes • Primary and secondary intervention programmes in schools • Intervention programmes at system level • Crisis intervention programmes in the school community VI. School prevention and intervention programmes in the Greek educational system • A model for linking theory, research and intervention in the Greek educational system. Conceptual framework, development and evolution phases • Social and emotional learning in schools. Development, implementation and evaluation of an intervention programme • Intervention at a system level. Development of school networks						
E-class:							

Code:	PSY 10	ECTS:	5	Type:	Required	Semester:	Fall
Title:	SCHOOL PSYCHOLOGY						
Module Tutor:	Professor Chryse Hatzichristou						
Description:	I. School psychology as science and profession • School psychology specialization • Education & training • Legal framework, professional associations • School psychological services in Greece and other countries II. Psychological and psycho-educational assessment- Intervention programmes • Psychological and psycho-educational assessment of children & adolescents • Learning disabilities intervention programmes • Primary and secondary prevention programmes in the school community III. Psychological Health Services for children & adolescents IV. Future directions and prospects • School Psychology development in different countries: Similarities, differences, common perspectives/Current approaches • Future directions & perspectives for the development of School Psychology and provision of psychological services internationally and in the Greek educational system						
E-class:							

Code:	PSY 11	ECTS:	5	Type:	Required	Semester:	Fall
Title:	SOCIAL PSYCHOLOGY I						
Module Tutor:	Associate Professor Aikaterini Gari						
Description:	This course is an introduction to Social Psychology. Specifically, basic definitions, theory and implementations of Social Psychology, along with an analytic approach of sociopsychological basic methods and research strategies are discussed first. Five fundamental areas of Social Psychology are following: a) values, value priorities and universal values, b) attitude change and theories on attitude-behavior relation, d) stereotype, prejudice and identity, d) attribution theories and e) group dynamics (compliance and obedience, polarization, cooperation and competition, leadership). Specific review articles and research papers are analyzed in separate meetings, of two hours duration, with a group of students who select to participate and write an essay with a reviewing or an empirical perspective.						
E-class:							

Code:	PSY 12	ECTS:	5	Type:	Required	Semester:	Spring
Title:	SOCIAL PSYCHOLOGY II						
Module Tutor:	Associate Professor Aikaterini Gari						
Description:	The aim of this spring semester course on Social Psychology is to analyze in depth the dynamics of interpersonal relationships within the context of social interaction. Its basic dimensions are the following: Communication and interpersonal relationships through basic approaches (psychoanalytic and systemic), verbal and non-verbal communication, aggression, close relationships within social interaction. Some basic experiential activities are employed for the study of specific relations (friendship, work relations, siblings) in different social and cultural settings. In addition, specific review articles and research papers are analyzed, from the areas of Sociology and Social Psychology, in separate meetings, of two hours duration, with a group of students who select to participate and write an essay with an empirical perspective.						
E-class:							
Prerequisites:	PSY11 – Social Psychology I						

Code:	PSY 13	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	ATTITUDES AND VALUES						
Module Tutor:	Associate Professor Aikaterini Gari						
Description:	The study of beliefs, attitudes and values is the goal of this course, in the frame of social and eco-cultural interaction. The specific dimensions of the course are the following: a) The Social Psychology crisis of 1960-1970, b) beliefs and attitudes assessment (L.Thurstone, R. Likert L. Guttman, S. Bogardus, C. Osgood, H. Remmers, H. Triandis), c) values assessment (H. Triandis, G. Hofstede, S. Schwartz), d) social axioms definition and their assessment through emic and etic approaches (K. Leung & M. Bond), e) beliefs and values relation to behavior. Finally, an introduction to social representations and some basic research studies are analyzed. Students are working in small groups on some scales of attitudes, values and social axioms. A small group of students, who select to participate in a “research group”, is working on a specific research project.						
E-class:	http://eclass.uoa.gr/courses/PPP113/						

Code:	PSY 14	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	ECOLOGICAL AND ENVIRONMENTAL PSYCHOLOGY						
Module Tutor:	Assistant Professor Vassilis Pavlopoulos						
Description:	Ecological and Environmental Psychology is an elective course for Psychology students and for students of the Faculty of Philosophy, Education, and Psychology. It is taught in the fall semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The content of the course comprises the following: Goals and scope of Ecological and Environmental Psychology, definition of basic terms; historical roots and relations with other disciplines; methodological issues; structural and dynamic properties of behavior settings; environmental perception, description and evaluation; cognitive maps; proxemics and social interaction: personal space, territoriality, privacy; environmental stress: noise, crowding, pollution; psychological consequences of natural and technological disasters; built environment and behavior: school, work, and health settings. Grading is based on (a) a 3-hour written exam, or alternatively (b) a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						
E-class:	http://eclass.uoa.gr/courses/PPP105/						

Code:	PSY 15	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	SOCIAL INTERACTION AND PERSONAL RELATIONSHIPS: A SYSTEMIC APPROACH						
Module Tutor:	Associate Professor Aikaterini Gari						
Description:	The dynamic relationship between personal relationships and sociocultural context through the systemic approach is the frame of the course: a) the Palo Alto Team (G. Bateson, Don Jackson, M. Erikson, J. Haley and J. Weakland), b) the Eric Berne theory, and c) the Milan Group (M. S. Palazzoli, L. Boscolo, G. Cecchin). Students in small groups participate in experiential and role						

	playing activities focusing on interaction processes and reframing techniques.
E-class:	

Code:	**PSY 16**	**ECTS:**	**3**	**Type:**	**Elective (III)**	**Semester:**	**Spring**
Title:	**ORGANISATIONAL PSYCHOLOGY**						
Module Tutor:	**Lecturer Alexandros-Stamatios Antoniou**						
Description:	The field of Organizational Psychology/ Behaviour (OB) – Group dynamics and work teams – Individual differences at work - Leadership/management and influence/power – Leadership and emotional intelligence – Work-related attitudes: Job satisfaction, prejudice and organizational commitment - Positive Organizational Behaviour (POB) and Organizational Citizenship Behaviour (OCB) – Occupational health and well-being: occupational stress, professional burnout and job engagement – Organizational culture, creativity and innovation – Personnel selection and appraisal – Communication in organizations – Interpersonal behavior at work: conflict, cooperation, trust and deviance – Managing organizational change: strategic planning and organizational development – Motivation in organizations, personnel training and organizational learning – Design/Structure of work environment and job analysis – Performance appraisal and career development – Work violence and mobbing – Decision making – Organizational justice and business ethics – Corporate Social Responsibility (CSR) – Coping with organizational life.						
E-class:							

Code:	**PSY 17**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**FAMILY: SOCIO-PSYCHOLOGICAL ANALYSIS**						
Module Tutor:	**Associate Professor Aikaterini Gari**						
Description:	The module content covers a range of topics including: ▪ family in Sociology and in Social, Historical and Cultural Anthropology ▪ the family structure and functioning from a social psychological perspective ▪ a framework of various family forms and structures with an emphasis into the psychological dimensions and the social support that they provide, ▪ knowledge and understanding of the major issues regarding the psychological dimensions of the modern Greek family (family form and structure, procedures of interdependence within the extended family, the impact of cultural characteristics to psychological variables) ▪ an introduction to family theories combined with some implications for intervention.						
E-class:	http://eclass.uoa.gr/courses/PPP250/						

Code:	**PSY 18**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**PSYCHOLOGY OF MASS MEDIA**						
Module Tutor:	**Professor Klimis Navridis**						
Description:	Media are not only one of the key elements of our modern world, but also have gained some sort of leadership. They define what takes place and what does not, what exists and what does not, what all of the above mean and how important they can be. But is this truly the case? Where do the Media derive their power from and what do they do with it? And what is today the nature of the relationship between real life experience and the virtual reality of the Media? How are Media messages perceived by the public and how do the Media perceive their audiences? Bottom-line, where and how is the meaning "produced"? Under the light of psychodynamic psychology of communication, we will deal with these and other contiguous questions during this course. There will be references to paradigms from the fields of advertising, communication policy, reality shows and the so-called "various facts" (faits divers), from newspapers and newscasts, as well in modern forms of communality and dependence observed in relation to the internet and coherent simulation games. Students who will choose this training course will be suggested to undertake, carry out and present their own group-empirical work.						
E-class:							

Code:	PSY 19	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOLOGY OF IMMIGRATION						
Module Tutor:	Assistant Professor Vassilis Pavlopoulos						
Description:	Psychology of Immigration is an elective course for Psychology students and for students of the Faculty of Philosophy, Education, and Psychology. It is taught in the spring semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The content of the course comprises the following: Culture contact within and between societies; theoretical approaches: culture learning, stress and coping, social identification theories; acculturation and adaptation of immigrants: acculturation models and strategies; development of ethnic identity acquisition; immigration and mental health; resilience and vulnerability of immigrant adolescents: risk and protective factors; immigration research in Greece: Albanian immigrants, Pontian remigrants, second generation immigrants; counseling and interventions with immigrants. Grading is based on (a) a 3-hour written exam, or alternatively (b) a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						
E-class:	http://eclass.uoa.gr/courses/PPP101/						

Code:	PSY 20	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	CONSUMER PSYCHOLOGY						
Module Tutor:							
Description:	The goal of this course is the investigation of how individuals think about, feel, and evaluate the process of consuming and how their relative behavior is formed, within western cultural settings. Specifically, it focuses on the procedure of buying and employing various products, the impact of advertisements on this procedure and what determines the final individuals' decision to buy-or not- these products. Learning and marketing, emotion and involvement to consuming behaviour and cognitive selection process are some of the key-issues that are analysed. The basic psychological principles that influence the individuals' everyday response to advertisements are also studied, along with the ways that the consumers are able to optimize their role of consuming, in case they may be able to realize the false impressions that advertisements create to them and separate "the true" or "clear" against the "elusive".						
E-class:							

Code:	PSY 22	ECTS:	5	Type:	Required	Semester:	Spring
Title:	DEVELOPMENTAL PSYCHOPATHOLOGY						
Module Tutor:	Professor Elias Besevegis						
Description:	In the first part of the course basic concepts and terms within the area of psychopathology are introduced and methodological issues are discussed, mainly in their relation to development. The second part of the course deals with representative (in terms of developmental period) examples of syndromes, which refer to such areas as cognitive, emotional and psychosocial development. Such examples are: Autism, mental deficiency, ADHD, depression, phobias etc. When practically possible, visits are arranged to special schools and / or child care centers, where students are directly exposed to cases of abnormal development, which are discussed in class.						
E-class:							

Code:	PSY 27	ECTS:	5	Type:	Required	Semester:	Fall
Title:	BIOLOGICAL BASES OF BEHAVIOUR						
Module Tutor:	Assistant Professor Alexandra Economou						
Description:	The course introduces the student to the biological bases of behaviour and cognition. It covers the structure and function of the central nervous system, from the level of the neuron to that of neuronal systems which process sensory stimuli that are responsible for the basic behaviours						

	and cognitive functions. The following areas are included: – Philosophical and biological bases of behavior – Cells of the central nervous system, mechanisms of transmission of information, neurotransmitter systems and behavior – The effect of pharmaceutical and narcotic substances on the brain – Structure of the nervous system – Organization and functions of the cerebral cortex – Methods of investigating the living brain – Changes of the brain throughout life – Neuronal basis of perception and processing of stimuli from the sensory systems of vision, audition, taste, and smell Selected clinical disorders and phenomena that are based on the topics covered in the course are also discussed.
E-class:	http://eclass.uoa.gr/courses/PPP253/

Code:	PSY 30	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOLOGY OF PERSONALITY						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class “Psychology of Personality” focuses on individual differences in patterns of thought, emotion, motivation, and behavior. First, core concepts and principles of the psychoanalytic, behavioral, cognitive-behavioral, humanistic, and biological approaches to personality, as well as of trait theories (Big Five Factor Model), are examined. Second, different issues that have attracted the research interest of personality psychologists, such as the relationship of personality to physical illness and to intelligence, and the person-situation controversy, are discussed. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories or to these issues. Students’ final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:							

Code:	PSY 31	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES						
Module Tutor:							
Description:	In the beginning, the concept and the types of individual differences (interpersonal, inner personal and between groups) are described, as well as the value of their description especially for psycho educational purposes. Individual differences are being in detail elaborated in relation to both principal sectors of human behavior: cognition and personality (personality traits, interests, attitudes, emotion, interpersonal relationships, etc.) Inner personal differences are also discussed briefly as well as cases of severe deviations from mean – normal. Psychometric techniques (tests, questionnaires) used for the assessment of all types of individual differences are presented.						
E-class:							

Code:	PSY 32	ECTS:	5	Type:	Required	Semester:	Spring
Title:	COGNITIVE PSYCHOLOGY I						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	The following topics are covered during the lectures: Definition and history of Cognitive Psychology. Research methods of cognitive psychology (experimental, neuroimaging, simulations, AI, etc.). Biological bases of cognition. Information-processing theory. Mental representations. Cognitive psychology and cognitive science. Attention, perception, memory and learning.						
E-class:	http://eclass.uoa.gr/courses/PPP146/						

Code:	PSY 33	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOLOGY OF LEARNING						
Module Tutor:	Assistant Professor Anna Pagoropoulou-Aventissian						
Description:	Much research on learning and behavior is aimed at developing general principles that are applicable both to people and to other species, in a wide variety of situations. In everyday life, classical conditioned responses can be seen in our emotional reactions to many different stimuli. Aversive counter conditioning is used to replace positive responses to certain stimuli (alcohol, cigarettes, etc) with negative responses. The procedure of shaping involves reinforcing any small movement that comes closer to the desired response, and then gradually changing the criterion for reinforcement until the desired behavior is reached. Shaping is a common part of many behavior modification procedures. Negative reinforcement, avoidance and punishment introduce unavoidable aversive events, which may lead to helplessness and depression in human beings. According to the social learning theory, behavior is shaped through simply observing and imitating ‹or modeling› the behavior of others. Thus, the modeling effect, the eliciting effect and the inhibitory/disinhibitory effect are discussed, as well as the very important theory and research on self efficacy.						
E-class:							

Code:	PSY 34	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	LANGUAGE DEVELOPMENT AND LANGUAGE DIFFICULTIES						
Module Tutor:	Lecturer Asimina Ralli						
Description:	The Module "Language development and language difficulties" is an elective course for Psychology students. It is taught in the spring semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The content of the course comprises the following: • Developmental course of language in children and adolescents • Definition of language, speech and communication • Current theories of language development • Prerequisites of language development • Critical periods in the process of language acquisition • Preverbal communication, Language development in infancy, preschool age, school age, adolescents • Methods for assessing language skills • Cross-cultural data on language development • Language development and bilingualism • The contribution of family and school on language development • Language difficulties – description and terminology • Explanatory models of language difficulties • Categorization of language difficulties (phonological difficulties, difficulties in semantics, grammar and pragmatics) • Cognitive and psychosocial characteristics of children with language difficulties • Language difficulties and learning difficulties • Identification and assessment of children with language difficulties, the role of psychologist • General principles of intervention programmes for language difficulties • Development of speech, language and communication in children with autism and Down syndrome. Grading is based on (a) a 3-hour written exam, or alternatively (b) a 3-hour written exam and a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic.						
E-class:	http://eclass.uoa.gr/courses/PPP287						

Code:	PSY 35	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	COGNITIVE DEVELOPMENT						
Module Tutor:	Associate Professor Spyridon Tantaros						
Description:	The notion of development: questions and problems. Cognitive development during infancy, preschool and school age and adolescence. Basic theories on the development of thought: biological explanations, Piaget, Vygotsky, Bruner, theories of information processing. The development of perception, memory, language and concepts. Problem solving and academic skills. The civilization and its influence on the development of intelligence.						
E-class:							

Code:	PSY 36	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	CARRER ASSESMENT & GUIDANCE						
Module Tutor:	Professor Despoina Sidiropoulou-Dimakakou						
Description:	This course examines the general purposes of appraisal and assessment in career guidance. It introduces the students to the career development theories, which constitute the theoretical framework for the various career assessment tools, e.g. psychological career development theories (Holland, Roe, Bordin, Ginsberg, Super, Tiedemann-O'Hara, Krumboltz), non-psychological theories, and complex theories. The course includes the discussion of issues such as: use of psychometric tools throughout history, advantages and restrictions in using psychometric instruments, requirements for the use of career assessment tests and inventories. Finally, the role of the career counselor in career assessment and the necessary training, that he/she needs in order to be able to use psychometric tools, are discussed. Tutorial classes are offered where the students are trained in the use of career interest and career decision making inventories, qualitative assessment methods, and writing a curriculum vitae.						
E-class:							

Code:	PSY 37	ECTS:	5	Type:	Required	Semester:	Fall
Title:	NEUROPSYCHOLOGY I						
Module Tutor:	Assistant Professor Alexandra Economou						
Description:	The course aims at linking behaviour and cognitive functions with their biological substrate, at the same time providing an opportunity for the student to become acquainted with current research in Neuropsychology. The following areas are covered: history of neuropsychology, basic anatomy of the brain, methods of investigation of the brain, common disorders of the nervous system, structure and function of the cerebral lobes, brain asymmetry, agnosia, aphasia, disorders of the frontal lobes, the neuropsychological evaluation, and the role of the clinical neuropsychologist. Clinical case studies related to the areas covered in the course are discussed. The student is given the opportunity to read current research articles in his/her areas of interest in order to answer specific questions about them for extra credit.						
E-class:	http://eclass.uoa.gr/courses/PPP243/						

Code:	PSY 38	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	HISTORY OF PSYCHOLOGY						
Module Tutor:							
Description:	The course at a primary level describes and explains the historical development of psychological ideas from animistic beliefs about the soul to the recent scientific autonomy of psychology. There is a specific focus on the spirit of each era and on the contributions of major thinkers from the fields of philosophy, education and medicine to the development of psychological thought in the ancient Greek and Hellenistic period, the era of Byzantium and the Middle Ages, the Renaissance, the Enlightenment and modern time. Emphasis is given to the traditions of rationalism, empiricism, positivism, experimental psychology and the major theories of the 20th century. At a secondary level reference is made to the main method of psychological theories and the efforts of dissemination and application employed by Greek institutions during the last two centuries, with emphasis on the native specificities.						
E-class:							

Code:	PSY 39	ECTS:	5	Type:	Required	Semester:	Spring
Title:	**CAREER COUNCELING**						
Module Tutor:	**Professor Despoina Sidiropoulou-Dimakakou**						
Description:	This course introduces the students to theory and practice of career counseling. It analyzes clients' demands, the underlying problems, the counselor-client interaction, and the necessary counseling skills. Additionally the stages of screening, contracting, and exploring are discussed. Furthermore, the course examines how the use of tests, questionnaires, and occupational information can assist the process of career counseling. Finally, special issues are examined, e.g.: career counseling in organizations, borders between career and personal counseling, professional challenges and dilemmas that career counselors face, and self-management for career counselors. Tutorial classes are offered where the students are trained in counseling interview, and in decision making skills.						
E-class:							

Code:	PSY 40	ECTS:	5	Type:	Required	Semester:	Fall
Title:	**PSYCHOPATHOLOGY**						
Module Tutor:	**Assistant Professor Lissy Kanellopoulou (Teaching assistant: Dr. Georgios Dimitriadis)**						
Description:	Course description: The course is an introduction to adult psychopathology. More specifically, the following issues are examined and discussed: 5. Introductory observations: • Problems in defining psychopathology • Cultural dimensions • Developmental parameters • Classifications systems: *Diagnostic and Statistical Manual of Mental Disorders- IV –Revised (DSM-IV-R), International Classification of Diseases 10- (ICD-10) Psychodynamic Diagnostic Manual (PDM)* 6. Historical review of psychopathology 7. Contemporary approaches to psychopathology • Biological-neuro-scientific approach • Psychoanalytic approach • Cognitive- behavioral approach • Humanistic- existential approach • Social- cultural approach • Family systems approach • Research: epistemology, quantitative methods, qualitative methods, ethics 8. Psychopathological syndromes L. Anxiety Disorders M. Somatoform Disorders N. Dissociative Disorders O. Personality Disorders P. Psychoses Q. Mood Disorders R. Eating Disorders S. Substance-Related Disorders T. Psychosomatic Disorders U. Sexual and Gender Identity disorders V. Organic Syndrome The basic diagnostic criteria are described and clinical examples are given for each disorder. Major theoretical approaches and empirical findings regarding etiology and intervention are examined.						
E-class:							

Code:	PSY 41	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	ADJUSTMENT DIFFICULTIES IN SCHOOL AND FAMILY						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	This course consists of a theoretical part (duration: 2 hrs) and a Seminar with practical exercises (duration: 1 hour) Theoretical Part: Introduction to the cognitive- behavioral paradigm, which constitutes the theoretical basis of explanation and intervention in children and adolescents with adjustment difficulties. Behavior analysis as well as techniques and methods of treating problems are presented. The following selection of adjustment difficulties constitute some of the most frequently displayed problems such as Attention Deficit with or without Hyperactivity Disorder, aggressive behavior, fears and anxiety, school drop-out, study skills deficits and so on. Great emphasis is put on Parents – School cooperation in relation to children's difficulties. Seminar: The Seminar is based Molnar & Lindquist Eco-systemic Approach of intervention of children's adjustment difficulties in the school- class. This model has been adjusted to the Greek reality and all the examples are drawn from experiences in Greek Schools.						
E-class:	http://eclass.uoa.gr/courses/PPP162/						

Code:	PSY 42	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOSOCIAL PROBLEMS OF SCHOOL-AGE CHILDREN AND ADOLESCENTS						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychosocial Problems of School-Age Children and Adolescents" examines the effect of different psychosocial risk factors on youth's adaptation and mental health. The effect of proximal-context risk factors, such as parents' divorce, mental health problems, and child abuse, as well as societal-level risks, such as poverty and immigration, on youth's quality of adaptation with respect to core developmental tasks (e.g. school and social competence, positive conduct, identity formation), and on the presence of externalizing and/or internalizing symptoms, is examined. The issues are approached from a risk and resilience perspective, focusing not only on risk and problematic outcomes, but also on positive adaptation and the absence of mental health problems in spite of the presence of risk. Both ex cathedra presentations and small seminars are conducted. During the seminars students present and discuss papers focusing on the effect of particular risk factors. Students' final class grade is based on their performance in the final examination and on their active participation in these seminars.						
E-class:	http://eclass.uoa.gr/courses/PPP110/						

Code:	PSY 43	ECTS:	5	Type:	Required	Semester:	Fall
Title:	PSYCHOLOGY OF PERSONALITY						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychology of Personality" focuses on individual differences in patterns of thought, emotion, motivation, and behavior. First, core concepts and principles of the psychoanalytic, behavioral, cognitive-behavioral, humanistic, and biological approaches to personality, as well as of trait theories (Big Five Factor Model), are examined. Second, different issues that have attracted the research interest of personality psychologists, such as the relationship of personality to physical illness and to intelligence, and the person-situation controversy, are discussed. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories or to these issues. Students' final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:	http://eclass.uoa.gr/courses/PPP109/						

Code:	PSY 44	ECTS:	5	Type:	Required	Semester:	Spring
Title:	COUNCELING PSYCHOLOGY						
Module Tutor:	Assistant Professor Philia Issari						
Description:	The course includes the following topics: • Introductory concepts of Counseling Psychology • Major theoretical approaches to counseling and psychotherapy • Counseling relationship, counseling process and issues faced by beginning counselors • Experiential Approach Development of basic counseling skills Role Playing and Audio/Video/DVD Tools						
E-class:							

Code:	PSY 45	ECTS:	5	Type:	Required	Semester:	Spring
Title:	PSYCHOLOGY OF MOTIVATION						
Module Tutor:	Professor Frosso Motti-Stefanidi						
Description:	The class "Psychology of Motivation" addresses the question "why people behave the way they do". What internal and/or external forces initiate and direct the individual's behavior? Individuals' motives of behavior are examined from different biological, behavioral and cognitive perspectives. Examples are the more classical theories, such as is the ethological approach, Maslow's hierarchy of needs, classical and operant conditioning, as well as more current cognitive approaches, such as Kurt Lewin's Force Field Theory, achievement motivation, attribution, cognitive dissonance, goal-setting, and self-determination, theories. Both ex cathedra presentations and seminars are conducted. During the seminars students are required to read, present and discuss original work concerning specific topics related to these theories. Students' final grade is based on their performance in the final examination and in their active participation at the seminar.						
E-class:							

Code:	PSY 46	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOANALYTIC THEORIES OF PERSONALITY						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	Fundamental psychoanalytic theories of personality and the constitution of the subject are taught. Emphasis is laid on the complexity of the term personality and attempt is made to define the notion of personality, elucidate and differentiate it in contrast to the notion of subjectivity in psychoanalysis. Next follows a comparison of standpoints on the notion and utility of theory generally and the theories of personality and the psychic organization in particular as the six theories of the most important psychoanalysts are described and analyzed in depth, beginning with the founder of psychoanalysis. In specific the theories of Sigmund Freud, Sandor Ferenczi, Melanie Klein, Donald Woods Winnicott, Françoise Dolto και Jacques Lacan are described and analysed. In parallel through clinical material and case studies these theories are related to clinical practice and therapy. Moreover, different theoretical perspectives are presented so that a further insight can be gained. The relation to the clinical practice is accomplished not only with the elaboration of the clinical cases in the work of the above mentioned theorists and clinicians but also with the use of videotaped sessions and discussion upon them.						
E-class:							

Code:	PSY 47	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	**BEHAVIOURAL THEORIES OF PERSONALITY**						
Module Tutor:	**Professor Frosso Motti-Stefanidi (Teaching assistant: Dr. Konstantinos Efthymiou)**						
Description:	This course presents learning and cognitive theories of the human functioning and behaviour. Emphasis has been given on the evolution of these theories, the fusion of behavioural and cognitive approaches as well as on the contemporary way of viewing humans under the perspective of these approaches. The course also presents the evolution of the perceptions concerning the interaction of thoughts, emotions and behaviours, as well as that between individuals and their environment. In addition. they are studied the factors which contribute to the development of these relationships. The goal of the course is for the students to obtain a full understanding of the human being and his/her basic functions – from the viewpoint of the great cognitive-behavioural tradition - and to learn of the changes that the theory has undergone from the beginning of the century to date. Another goal is for the students to understand the connection between the theory and the basic concepts of current research and literature.						
E-class:	http://eclass.uoa.gr/courses/PPP149/						

Code:	PSY 48	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	**PSYCHODIAGNOSTICS-PERSONALITY, PSYCHIC FUNCTIONING AND PSYCHOPATHOLOGY ASSESMENT**						
Module Tutor:	**Associate Professor Anna Christopoulos**						
Description:	The course introduces the student to the basic aspects of psychological assessment. The main reasons for assessment are examined as well as the usual context-referral settings. Ethical issues in assessment are discussed as is the interaction between examiner and examinee. The following methods of evaluation are studied in depth. 1. The psychological interview (adult, adolescent, child) 2. Assessment with psychometric instruments • Intelligence Scales- The Wechsler Adult Intelligence Scale-IV (WAIS-IV), The Wechsler Intelligence Scale for Children-IV (WISC-IV), The Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-III), Stanford-Binet Test, Ravens Progressive Matrices • Bender- Gestalt Test • House -Tree -Person Test • Rorschach Test • Thematic Apperception Test (T.A.T.) • Children's Apperception Test (C.A.T.) • Minnesota Multiphasic Personality Inventory-2-RF (M.M.P.I.-2RF) Clinical examples evaluated with each method of assessment, are presented and discussed. Students are taught how to write a psychological evaluation-test report.						
E-class:							

Code:	PSY 49	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	**MEASUREMENTS OF SPECIAL INTERESTS, APTITUDES AND ABILITIES**						
Module Tutor:	**Professor Despoina Sidiropoulou-Dimakakou**						
Description:	This course is designed to explore the psychometric tools that are used for the assessment of characteristics relevant to a person's career development. The various psychometric instruments that are examined derive mostly from the USA and their majority is standardized/ adapted to the Greek reality. More specifically, the course includes: Interests Inventories, Skills Tests, Occupational Values Inventories, Career Decision Making and Career Development Inventories, and Personality Inventories. Additionally, a number of psychometric tools that have been developed and standardized in Greece are examined. Furthermore, several issues relevant to the use of psychometric instruments are analyzed, e.g. advantages and disadvantages of their use, translation and language adaptation, criteria for choosing a psychometric instrument, the role and the qualifications of the career counselor in career assessment, and the code of ethics. Finally, the course examines current theories for the future of tests' use in career assessment, as well as the role of the new technologies and the internet.						

E-class:							
Code:	**PSY 51**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**CLINICAL PSYCHOLOGY I**						
Module Tutor:	**Assistant Professor Lissy Kanellopoulou (Teaching assistants: Dr. Konstantinos Efthumiou & Dr. Anastasia Sofianopoulou)**						
Description:	This course consists of a theoretical part (2h) and a seminar (1h). The theoretical lectures cover the main issues of current Clinical Psychology. The field is defined with reference to its history and then the main theoretical models for the understanding and the treatment of mental disorders are presented. The role of clinical psychologists is discussed at length with emphasis on specific forms of psychopathology as within wider community interventions. The seminar is devoted to research issues within the field of Clinical Psychology. Since the prevailing model in Clinical Psychology is that of the scientist-practitioner it is necessary for future (clinical) psychologists to be able to read and utilize the results of clinical studies. A thorough presentation of the specific research strategies used in clinical research is combined with one or two research projects in which students participate actively. The seminar is obligatory for students of the Programme of Psychology.						
E-class:	http://eclass.uoa.gr/courses/PPP155/						

Code:	**PSY 53**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**PSYCHOLOGY OF LANGUAGE**						
Module Tutor:	**Associate Professor Spyridon Tantaros**						
Description:	Definition and characteristics of language. The ontogenesis of speech. Human language, ape language and artificial intelligence. Phonetic, phonological, lexical, morphologic, syntactic and pragmatic data. The biological bases of language and its development. The relations of language and thought. Word recognition, mental lexicon structure, models of interpretation of the psychological meaning of words.						
E-class:							

Code:	**PSY 54**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**PSYCHOLOGY OF LEARNING DISABILITIES**						
Module Tutor:	**Assistant Professor Fotini Polychroni**						
Description:	This course aims to familiarize students with the fundamental concepts and the current theoretical approaches regarding learning disabilities. It consists of the following thematic units: The conceptual framework of learning disabilities. Definitional issues. Dimensions of learning disabilities. Causal models. Classification models of learning disabilities. Cognitive, metacognitive, learning and psychosocial characteristics of learning disabilities. Assessment methods and tools, including formal and informal procedures. Classroom and individualized intervention models for learning disabilities and provision of school psychological services.						
E-class:	http://eclass.uoa.gr/courses/PPP363/ available in Greek.						

Code:	**PSY 56**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Spring**
Title:	**CROSS-CULTURAL PSYCHOLOGY**						
Module Tutor:	**Assistant Professor Vasilis Pavlopoulos**						
Description:	Cross-Cultural Psychology is a required course for Psychology students. It is offered as an elective course for students of the Faculty of Philosophy, Education, and Psychology as well. It is taught in the spring semester (3 hours per week) and it corresponds to 5 credits according to the ECTS system. The content of the course comprises the following: Goals and scope of Cross-Cultural Psychology, historical roots and relations with other disciplines; methodological issues: the emic-etic distinction, levels of analysis, data equivalence; similarities and differences in behavior across cultures: cognitive styles, intelligence, child development and cultural transmission, personality and social behavior, values, individualism and collectivism, gender behavior, aggressive behavior; acculturation and intercultural relations. Grading is based on (a) a 3-hour written exam, or alternatively (b) a written assignment, i.e. a long essay comprising literature review or a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						

E-class:	http://eclass.uoa.gr/courses/PPP100/

Code:	**PSY 57**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**PSYCHODYNAMIC APPROACHES TO PSYCHOTHERAPY**						
Module Tutor:	**Associate Professor Anna Christopoulos**						
Description:	Psychoanalysis is the basis for the development of various therapeutic approaches. In this course, psychoanalysis is examined as a theory of normal and abnormal development, as a theory of personality and as a method of intervention. Major psychoanalytic models are presented such as that of Sigmund Freud, Melanie Klein, the Neo-Freudians, Object-Relational, Ego Psychology, Self-Psychology, Interpersonal, Relational and Inter-subjective Approaches. Issues of theory and technique in psychoanalytic psychotherapy with adults, adolescents and children are examined using clinical examples. In addition, the application of the psychoanalytic approach in special contexts (such as brief therapy, psychotherapy of psychosomatic syndromes, psychotherapy of psychoses and psychotherapy of substance dependence and abuse) is also studied. Current research approaches and empirical findings particularly with respect to psychotherapy outcome are also examined and discussed.						
E-class:							

Code:	**PSY 58**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**COGNITIVE BEHAVIOURAL APPROACHES IN PSYCHOTHERAPY**						
Module Tutor:	**Professor Frosso Motti-Stefanidi (Teaching assistant: Dr. Diana Harila)**						
Description:	This is an introduction course to cognitive behavioural therapy. The theory and the principles of the therapeutic model are presented with emphasis on recent developments, on the importance of the therapeutic relationship and of case formulation. Methods and techniques are presented and in order to enhance students' understanding of the model the detailed course of treatment for various disorders is described (depression, anxiety disorders, schizophrenia etc). Applications of the model for children and adolescents with serious psychopathology are also covered (ADHD, eating disorders, mental retardation and autism).						
E-class:	http://eclass.uoa.gr/courses/PPP204/						

Code:	**PSY 61**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Spring**
Title:	**RESEARCH METHODS IN PSYCHOLOGY**						
Module Tutor:	**Associate Professor Kostas Mylonas**						
Description:	Basic concepts and Philosophy of Science background; types of and stages in scientific research; selection and formulation of the research problem; construct and operational definitions. Fundamental concepts in sampling and probability theory; sampling methods; extraneous effects on the correlation coefficient. Research designs (exploratory, correlational, causal and experimental), introduction to experimental methodology. Sample selection, probability theory and sample size; extraneous variables, control of extraneous effects. Basic concepts in measurement theory, research instruments and procedures in data collection, research instrumentation (questionnaire, interview, observation methods). Preparation of the research report.						
E-class:							

Code:	**PSY 62**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Fall**
Title:	**STATISTICS IN BEHAVIOURAL SCIENCES I**						
Module Tutor:	**Associate Professor Kostas Mylonas**						
Description:	Statistical analysis as a concept and a tool; variables; measures and metric scales. Probability concepts and variable distributions; distribution forms and properties. The concept of central tendency; the concept of dispersion; central tendency statistics; dispersion statistics. The bivariate distribution and its extension to more than two variables; graphical representation of statistical outcomes. Scattergram applications and statistical assumptions. The correlation coefficient. Individual scores' evaluation and standardisation statistics. Introduction to statistical inference.						
E-class:							

Code:	PSY 63	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOMETRIC I						
Module Tutor:	Associate Professor Kostas Mylonas						
Description:	Theoretical and metric background in psychometrics. Brief historical facts, types, use, advantages and disadvantages of psychometric testing, theory of true scores; reliability and validity of psychometric instruments. Methods for the detection and control of measurement error; item-facility and item-discrimination indices. Item Response Theory and the one-parameter logistic model; developmental approach in measurement through linear and non-linear functions; bias in measurement and item configuration through item and factor analysis. Fundamental concepts and methods in test standardisation.						
E-class:							

Code:	PSY 64	ECTS:	3	Type:	Required /Elective	Semester:	Fall
Title:	COMPUTERS						
Module Tutor:	Professor Chronis Kinigos						
Description:	See Content of Modules (Department of Pedagogy)						
E-class:	http://eclass.uoa.gr/courses/PPP165/						

Code:	PSY 65	ECTS:	5	Type:	Required	Semester:	Spring
Title:	STATISTICS IN BEHAVIOURAL SCIENCES II						
Module Tutor:	Associate Professor Kostas Mylonas						
Description:	General principles and procedures in statistical inference; probability concepts and theoretical (sampling) distributions. Confidence limits and parameter estimates; statistical errors, hypothesis testing, statistical significance. One-way (randomized blocks and repeated measures designs) analysis of variance; two-way (randomized blocks design) analysis of variance. Parametric and non-parametric statistical methods in analysis of variance designs. Mixed-model analysis of variance design (within and between subject factors). Frequency cross tabulations and statistical significance (one-way and two-way tables). Statistical significance of the correlation coefficient; statistical significance of the difference between two correlation coefficients.						
E-class:							

Code:	PSY 66	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	EXPERIMENTAL PSYCHOLOGY						
Module Tutor:	Assistant Professor Alexandra Economou						
Description:	The course introduces the student to the experimental method in psychology and covers the basic principles of designing and carrying out experiments. The following areas are included: the experimental research approach, defining the research problem, the ethics of research, criteria of causality, types of variables, experimental designs, single subject design, hypothesis testing, and external validity. The application of the experimental method in different areas of psychology is emphasized and the student is given an opportunity to conduct, write and present a brief experimental research study.						
E-class:	http://eclass.uoa.gr/courses/PPP148/						

Code:	PSY 68	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOMETRICS II						
Module Tutor:	Associate Professor Kostas Mylonas						
Description:	Concepts and issues in test standardisation. Fundamentals and application of factor analysis in psychometrics and in respect to the factorial equivalence of psychological assessment instruments across populations. Laboratory-type projects are assigned to the students, who under supervision administer a number of the following standardized for the Greek population tests (Hellenic WISC-III, AthenaTest, Learning Difficulties Tests, Greek Language Adequacy Test, Greek ADHD-IV test, and more).						

E-class:	

Code:	**PSY 70**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**INTRODUCTION TO MATHEMATICAL LOGIC**						
Module Tutor:	**Lecturer George Sagias**						
Description:	This course provides a broad introduction to the theory of groups and mathematical logic. The first part examines basic principles of the theory of groups as well as concepts like the operation of Cartesian product, of the relationship and the correlation. The second part briefly examines the areas of propositional and assertive calculus with an emphasis on explaining the basic concepts, which are of a disciplinary nature.						
E-class:							

Code:	**PSY 71**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**PSYCHOLOGY OF ECONOMIC BEHAVIOR**						
Module Tutor:							
Description:	The Psychology of Economic Behavior course aims at exploring the economic behavior of individuals as part of mental life; in this sense, economics become an aspect of psychological study. The topics to be discussed include economic socialization and the psychology of money, some social issues and social problems such as addictive spending and gambling, as well as savings behavior. These issues are addressed not only through the scientific path of thinking but also through "lay" explanations and beliefs", as in what "ordinary" or "average" people think about issues like "why some people are poor and others are not", or "what causes unemployment and how it can be cared". The importance of these explanations is stressed through the analysis of the position that the politico-economic structure of a society is determined and maintained by its citizens themselves and their belief structure and content about economic issues. Current democratic systems and their political parties are more likely to stay in power if their rhetoric and policies are similar to those popularly held and government policies can be legitimized- or not, by such a kind of lay beliefs.						
E-class:							

Code:	**PSY 72**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**MULTIVARIATE STATISTICS**						
Module Tutor:	**Associate Professor Kostas Mylonas**						
Description:	Fundamental concepts in multivariate research and multivariate statistical analysis. Definition of multivariate assumptions and their testing. The chi-square and the Mahalanobis' D-square criteria in multivariate outliers detection. Sphericity and generalization of the bivariate normal distribution. Introduction to the General Linear Model and its applications. Brief overview of multivariate regression analysis. Principal components analysis. Factor analysis. Cluster analysis. Multidimensional scaling and trigonometric transformations of the solutions. Brief overview of other multivariate statistical methods (canonical correlation, multivariate analysis of variance and covariance, discriminant function analysis).						
E-class:							

Code:	**PSY 73**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**HEALTH PSYCHOLOGY**						
Module Tutor:	**Assistant Professor Lissy Kanellopoulou (Teaching assistant:Dr. Angela Papadimitriou)**						
Description:	The subject's objective is the introduction to health psychology. The first part includes the description of the scope of health psychology, the role of the health psychologist, and of the biomedical and biopsychosocial models of health. The second part presents the psychosocial factors influencing the behaviour of individuals pertaining to the primary and secondary prevention of diseases. The third part examines the psychological factors contributing to the adherence of treatment and medical directives, as well as to the delay in seeking medical care. The fourth part describes the context within which the communication between the doctor and the patient takes place, examines the decision–making process of health professionals, as well						

	as the medical dialect as an obstacle to informing the patient about the health problem he/she is facing. The fifth part examines the process of forming cognitive representations of the disease and adapting to the new circumstances imposed by the disease. The sixth part includes the psychology of the individual suffering from cancer, AIDS or cardiac disease, as well as of the patient being at the end stage of a disease. The seventh part deals with the psychological interventions for managing the stress of the health professionals in the hospital setting. Subject Topics: 1) The field of health psychology 2) Biomedical and biopsychosocial model of health and disease 3) Psychological factors that influence the behaviour of preventing diseases, as well as the maintenance and promotion of health 4) Cognitive representations of chronic diseases 5) The process of providing medical care 6) The communication between the doctor and the patient 7) The process of disease 8) Professional burnout and psychological interventions
E-class:	

Code:	PSY 74	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	SPORT PSYCHOLOGY						
Module Tutor:	Assistant Professor Maria Psychountaki						
Description:	**Course purpose:** The course aims at giving students a broad orientation on Sport and Exercise Psychology field. More specific, the purpose of the course is: (a) to provide an overview of international research and literature on Sport and Exercise Psychology, (b) to familiarize with the techniques used to assess psychological constructs and skills, (c) to develop an understanding of psychological concepts mediating sport behavior and maximization of sport performance, and (d) to provide experience on designing and conducting research on Sport Psychology. **Contents of the course:** 1. Introduction to Sport and Exercise Psychology 2. Motivation in sport – Motivation and sport-confidence 3. Goal orientation – Attribution theory 4. Internal motivation – Flow theory – Goal setting 5. Children in sport 6. Personality and Sport 7. Anxiety – Arousal - Stress 8. Coping strategies - Relaxation techniques 9. Mental rehearsal and sport performance 10. Leadership in sport 11. Cohesion in team sports 12. Aggression – Sport violence 13. Exercise and mental health **Assessment criteria:** The following criteria are taken into account: Attendance of lectures and written examination.						
E-class:							

Code:	PSY 75	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	SCHOOL PSYCHOLOGICAL COUNSELING						
Module Tutor:	Professor Chryse Hatzichristou						
Description:	VI. School psychology and counseling • Counseling methods • Counseling intervention: Individual, group, system VII. Counseling process • Counseling process, counseling stages • Counseling skills • Counseling relationship • Generalization and maintenance of counseling results • Non expert provision of psychological help VIII. Psychological consultation in schools • Definition & conceptual frameworks • Dimensions, characteristics and stages of consultation • Theoretical models of consultation in schools • Education & training of professional consultants IX. Psychological interventions for children & adolescents • Theoretical approaches (humanistic, behavioral, cognitive, psychodynamic, ecological-systemic) • Training in acquiring social skills • Short term interventions • Play therapy • Children in session: Basic principles • Group counseling with children and adolescents X. Crisis intervention in the school community						

	• Types of crisis • Stages of crisis • Goals for crisis intervention • General principles for crisis intervention • Crisis management teams in schools • The role of the school psychologist in a crisis situation
E-class:	

Code:	**PSY 76**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**FAMILY AND SCHOOL PREVENTION AND INTERVENTION**						
Module Tutor:	**Professor Chryse Hatzichristou**						
Description:	II. Prevention and promotion of psychological health in families and schools • Family and school systems • School-Family interaction • Dimensions of parental and teacher roles • Counseling, consultation, intervention programmes IV. School Psychology: Current theoretical approaches • Intervention programmes at system level. • Effective schools • Schools as caring communities • Promotion of resilience & psychological well-being in the school community • Multiple intelligence, emotional intelligence, emotional learning V. Crisis and transition stages in family and school life • Prevention and intervention • Losses in the lives of children: Children's reactions and adaptation, family & school consultation • Death, serious illness • Parents' divorce • Child abuse • Crisis management in family and schools: Primary and secondary intervention programmes						
E-class:							

Code:	**PSY 78**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**APPLIED SOCIAL PSYCHOLOGY**						
Module Tutor:	**Assistant Professor Vassilis Pavlopoulos**						
Description:	Applied Social Psychology is an elective course for Psychology students and for students of the Faculty of Philosophy, Education, and Psychology. It is taught in the fall semester (3 hours per week) and it corresponds to 3 credits according to the ECTS system. The purpose of the course is twofold: (a) to familiarize students with the general frameworks and domains of applications of basic social psychological theories, including health and prevention, consumer behavior, environmental issues, organizations, mass media, law, politics, aggression and violence; and (b) to enhance students' skills on research planning, literature review, and essay writing. Grading is based on (a) a 3-hour written exam, and (b) a written assignment, i.e. a 3500-word report of a research project on a specific topic. A 10-point scale is used (where 10='excellent', 5='pass', 1-4='fail').						
E-class:	http://eclass.uoa.gr/courses/PPP107/						

Code:	**PSY 79**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**FAMILY AND DEVELOPMENT**						
Module Tutor:	**Associate Professor Spyridon Tantaros**						
Description:	Discussion of the history of the different approaches of families. The General Systems Theory and the family as a system. The life cycle of a family. The family as a context of development for the child. Family functioning evaluation. Parenting, communication, roles, dysfunction and their results (emotional and academic) on children.						

E-class:	

Code:	**PSY 81**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**PSYCHOLOGY OF GROUPS: PSYCHODYNAMIC APPROACH**						
Module Tutor:	**Professor Klimis Navridis**						
Description:	How does the idea of belonging in a group forms in a person's mind, and what does this mean for him? How do people affect each other in the group? How does the group change and how do the members experience this change? These are some of the questions that will be dealt in this particular lesson. The psychology of groups is one of the youngest branches of psychology and there is a variety of areas in which it is referred and applied: education and the workplace in general, psychotherapy, counseling, management etc. In each of these areas teamwork mediates in human relationships with themselves and with their internal objects, human and nonhuman, in their relations, i.e., with others and with things. Teaching will combine theoretical knowledge with a more experiential element, assuming a more active and personal involvement on the students' part in the educational process. For this purpose, students will be alternatively proposed to participate in specific educational group experiences. At the end of the semester the participants will be asked to deliver small-scale essays, in which they will, in a theoretical way, deal with observations from their personal involvement in the experiential component of the course.						
E-class:							

Code:	**PSY 84**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**PSYCHOLOGY OF COMMUNICATION**						
Module Tutor:	**Professor Klimis Navridis**						
Description:	Both interpersonal and mass communication set the essential question of subject and object relation, and that of the relationship between the internal psychic space and the relational space of meeting the Other, as well as objects of communication in general. The psychodynamic approach of the psychology of communication therefore, consider that aspect of communication in which mentally registered early communicative experiences can return unconsciously to the present and define the way in which individuals, through identifications and projections, perceive, not only others and the media, but also themselves in their relations with them and with the Media. The psychodynamic approach, based on psychoanalysis, namely tends to historicize communicative present and examine it mainly on its evolutionary dimension. In the context of this course, we will focus primarily on interpersonal communication issues. We will provide students with relative bibliography and propose them to take on small theoretical or empirical essays.						
E-class:							

Code:	**PSY 85**	**ECTS:**	**5**	**Type:**	**Required**	**Semester:**	**Spring**
Title:	**CLINICAL SOCIAL PSYCHOLOGY**						
Module Tutor:	**Professor Klimis Navridis**						
Description:	Clinical Social Psychology is one of the latest currents of social psychology. Its distinctiveness has much to do with the method and the field of its scientific interest. The term clinic, which refers directly to the medical field, features the method adopted by this particular branch of social psychology· a method which is predominantly an intervener, combining research and action. In the context of clinical social psychology, a particular theoretical problematic is developed. This problematic concerns the relationship between subject / object and inter-subjectivity, while the subject is perceived in its double hypostasis: as a subject of the unconscious and as a social subject. The various techniques used, which will be analyzed during the course, include the clinical research interview, life narratives, observation and intervention. Clinical social psychology is primarily concerned with the so-called issues of social pain, focusing on social groups with severe psychosocial problems, such as migrants and refugees, long-term unemployed and poor, drug-addicts, imprisoned etc. An indicative bibliography will be given and the students will be suggested to participate more actively, by taking on small empirical or theoretical essays.						
E-class:							

Code:	PSY 86	ECTS:	5	Type:	Required	Semester:	Spring
Title:	PSYCHOANALYSIS & LANGUAGE						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	The psychoanalytic theory and clinic is particularly concerned with language since the speaking subject emerges from it. Therefore the course regarding its content consists of the presentation of the relation between language and psychoanalysis. At first the Freudian theory of language as it emerges through Freud's work is presented and illuminated. Then follows the presentation of fundamental linguistic elements from the theory of F. de Saussure, which Lacan borrowed and modified in order to support the significant Lacanian hypothesis that "the unconscious is structured like a language". Lacan's thought on the nature of language and its contribution to the process of the etiogenesis of the subject and the subjectivity undergoes a long evolutionary process, whose illustrations are presented in the course: signifier, signified, value, speech, barrier resisting signification, autonomy of the signified, formations of the unconscious, psychoanalytic sign, linguistic sign, shape of communication. His teaching is articulated through the elaboration and study of a case of a psychotic child which leads to the non verbal elements existing in the birth of speech and in the speech as a body metaphor. Moreover, through the elaboration of three examples (of a healthy infant and two clinical cases) the concept and the process of the emergence of the speaking subject are illuminated.						
E-class:							

Code:	PSY 88	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	BASIC PSYCHOANALYTIC CONCEPTS: LACANIAN APPROACH						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	The content of the course consists of the presentation and elaboration of basic psychoanalytic concepts as they are introduced and developed in Freud's and predominantly in Lacan's work. Therefore there is a constant reference to theory and practice of Freud and Lacan and their relation to the psychoanalytic practice through the psychoanalytic conceptual framework regarding the theoretical field and the basic psychoanalytic categories emerging from the psychic processes in clinical practice. The emphasis on the Lacanian teaching illuminates the rereading of Freud from a theoretical and clinical perspective. Indicative fundamental categories presented in the course are: Oedipus complex, function of the father, parental metaphor. The course, apart from the presentation, definition and elaboration of the above mentioned concepts is enriched with paradigms and it is related to Freudian and Lacanian clinical practice (clinical material, case studies).						
E-class:							

Code:	PSY 89	ECTS:	3	Type:	Elective	Semester:	Spring
Title:	PSYCHOANALYTIC CLINIC: LACANIAN APPROACH						
Module Tutor:	Assistant Professor Lissy Kanellopoulou						
Description:	The content of the course consists of the presentation and elaboration of the Freudian and Lacanian work in parallel. Then the Lacanian theory and clinical practice is presented in depth. In specific, on the one hand the development of Lacan's thought and contemplation of the constitution of the subject and the choice of the psychic structure and on the other hand the explanation of fundamental concepts and categories of Lacanian psychoanalytic theory are presented as they exist in the conceptual framework of the Lacanian thought and as they emerge in the clinical practice. Therefore emphasis is laid on the psychoanalytic clinical practice and therapy with the following main points of reference and in depth insight: Symptom, Demand-Desire, Object, Jouissance, Etiogenesis of the Subject, the locus of the Analyst, the desire of the Analyst. The course is accompanied with several clinical references, study and elaboration of clinical cases in which the fundamental Lacanian categories and the course of analytic therapy is illuminated.						
E-class:							
Prerequisites:	PSY46 Psychoanalytic theories of personality						

Code:	PSY 90	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	APPLIED COGNITIVE PSYCHOLOGY						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	The following topics are covered: History and methods of applied cognitive psychology; memory improvement; everyday memory; face identification; working memory and performance limitations; biological cycles and cognitive performance; drugs and cognitive performance; intuitive statistics, judgements and decision making; dyslexia; human-computer interaction; divided attention and dual-task performance.						
E-class:	http://eclass.uoa.gr/courses/PPP164/						
Prerequisites:	PSY32 Cognitive Psychology I						

Code:	PSY 91	ECTS:	3	Type:	Elective	Semester:	Summer
Title:	PSYCHOEDUCATIONAL APPROACHES FOR THE INTERVNETION OF LEARNING DISABILITIES						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	The aim of this course is to discuss evidence based intervention models for learning disabilities. It consists of the following thematic units: Typical developmental stages of literacy. Description of the characteristics of different types of intervention Programmes, i.e., intervention models for reading difficulties (decoding and fluency), comprehension, and writing (spelling, free writing). Emphasis is placed on phonological awareness, vocabulary, cognitive and metacognitive skills. Design of individual education plans. Intervention Programmes at the school level (e.g. Response to Intervention model). Effectiveness characteristics of intervention approaches for learning disabilities. Throughout the course, examples of specific intervention models are analyzed through written reports and videos.						
E-class:	http://eclass.uoa.gr/courses/PPP291/ available in Greek.						

Code:	PSY 92	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	PSYCHOLOGICAL AND PSYCHOEDUCATIONAL ASSESMENT IN THE SCHOOL SETTING						
Module Tutor:	Assistant Professor Fotini Polychroni						
Description:	This course reviews current approaches for the multidimensional psychological assessment of school age children. The thematic units are the following: Historical issues and current approaches of psychological assessment. Nature and characteristic of assessment. Intelligence testing. Formal and informal assessment procedures. Curriculum based assessment, authentic assessment. Assessment of cognitive processes. Assessment of learning strategies and study skills. Assessment of social and emotional adjustment, attitudes and motivation. Computerized assessment. Assessment of special groups. Code of ethics. Throughout the course, students have the opportunity to look at different tools employed for the assessment of the different areas discussed above.						
E-class:	http://eclass.uoa.gr/courses/PPP362/ available in Greek.						

Code:	PSY 93	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	COUNSELING PSYCHOLOGY: SPECIAL TOPICS						
Module Tutor:	Assistant Professor Philia Issari						
Description:	This course includes the following subjects: • Multicultural Counseling Designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and self/identity issues, values, morality, sense of time and reality, verbal and non verbal communication within the context of diverse groups. • Addiction Counseling Psychological aspects of addictions involving alcohol and illegal substances. Current research on prevention and intervention. • Ethical and Legal Issues in Counseling Research and Practice • Experiential Approach						

	Development of Counseling Skills Role Playing and Audio/Video/DVD Tools
E-class:	

Code:	**PSY 94**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Fall**
Title:	**CURRENT APPROACHES IN COUNSELING PSYCHOLOGY**						
Module Tutor:	**Assistant Professor Philia Issari**						
Description:	Socio-cultural and historical roots of Counseling Psychology • Current theoretical approaches and trends in Counseling Psychology • Narrative Counselling (constructivist and social constructionist approaches Feminist Counseling • Experiential Approach • Skill development Role Playing and Audio/Video/DVD Tools						
E-class:							

Code:	**PSY 95**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**QUALITATIVE METHODS IN PSYCHOLOGICAL RESEARCH**						
Module Tutor:	**Assistant Professor Philia Issari**						
Description:	This course introduces students to qualitative methods used in psychological research. It discus discusses the foundations and philosophies of qualitative methodology and the ways in which qualitative and quantitative methods are different, similar and complimentary. • Design of qualitative research • Data collection and analysis • Qualitative Interview • Focus groups • Ethnographic research • Narrative Analysis • Legal & Ethical Issues in Qualitative Research						
E-class:							

Code:	**PSY 97**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title:	**APPLIED ISSUES OF PATHOLOGICAL AGEING**						
Module Tutor:	**Assistant Professor Anna Pagoropoulou-Aventissian**						
Description:	The present subject addresses three major areas: (1) the subtleties of recognizing mental disorders in the aged, including the distinction between normal ageing and disorder. (2) the epidemiology of major mental disorders during the last part of life (3) the interaction of mental and physical health phenomena in ageing, with attention to normal and abnormal brain and behavior relationships. Throughout, there is an emphasis on implications for clinical practice that derive from the fact that elderly patients generally present interacting disorders. The focus is essentially on the three d's of the ageing (e.g. dementia, depression and delirium) and the differential diagnosis among them. The non−pharmaceutic methods designed for intervention, in any three of them, are derived from the current psychological study and research.						
E-class:							

Code:	**PSY 99**	**ECTS:**	**3**	**Type:**	**Elective**	**Semester:**	**Spring**
Title	**RESEARCH AND APPLICATION IN LEARNING DISABILITIES**						
Module Tutor:	**Assistant Professor Fotini Polychroni**						
Description:	In this course the students gain deeper insight on fundamental concepts of the underlying cognitive processes of reading and spelling in the Greek language. The course is delivered as a seminar. It consists of comprehensive analysis of case studies of students with dyslexia and other learning disabilities. Issues concerning the methodology and the design of empirical studies in the context of learning disabilities are discussed. Relevant research studies are discussed and specific case studies of reading and writing difficulties are analyzed. Students are required to undertake a guided essay on an area covered in the course.						
E-class:	http://eclass.uoa.gr/courses/PPP292/ available in Greek.						

Code:	PSY 101	ECTS:	5	Type:	Required	Semester:	Spring
Title	INTRODUCTION TO PSYCHOANALYSIS: THEORY AND PRACTICE						
Module Tutor:	Associate Professor Anna Christopoulos						
Description:	The purpose of the course is to introduce the student to the basic dimensions of contemporary psychoanalytic theory and practice. The history of the psychoanalytic movement is presented beginning with work of Sigmund Freud and including the most fundamental approaches that followed (Melanie Klein, Anna Freud, Donald Winnicott, Wilfred Bion, etc.) Psychoanalytic cases are presented so that the student is exposed to the psychoanalytic approach in the context of clinical practice. Basic concepts such as transference and counter-transference, mechanisms of defense, dreams, resistance, interpretation and termination are studied through clinical examples. Clinical dilemmas including therapeutic impasse, enactment, acting-out and the negative therapeutic reaction are described in detail. Current research approaches i.e. the case study, outcome research, process research, developmental research and conceptual research are presented and discussed.						
E-class:							

Code:	PSY 102	ECTS:	3	Type:	Elective	Semester:	Spring
Title	PSYCHOEDUCATION OF THE FAMILY ON AGEING						
Module Tutor:	Assistant Professor Anna Pagoropoulou-Aventissian						
Description:	Demographic realities make caring for the frail dependent elder an expected part of adult family life. The strain experience by family caregivers calls for interventions designed to alleviate caregivers' burden. Caregivers situations involve the whole family system, not just the ''primary caregiver''. Family relationship issues are reactivated and highlighted by illness and health−related dependency. Normal families are being helped through a crisis, with both positive and negative outcomes. A general stress−and−coping framework is described as a response to this normative stress. Much caregiving research has focused exclusively on demented patients. In psychological interventions with such caregiving families, two dimensions seem most important: information and control. Information leads to greater perception of self−efficacy and personal control to self−generated strategies at cognitive and metacognitive level.						
E-class:							

Code:	PSY 105	ECTS:	3	Type:	Elective	Semester:	Fall
Title:	CARRER ASSESMENT & GUIDANCE OF PEOPLE WITH SPECIAL NEEDS						
Module Tutor:	Professor Despoina Sidiropoulou-Dimakakou						
Description:	This course examines the career development of people with physical and/ or mental disability. Within the context of the course the terms "person with disability" and "person with impairment" refer only to people whose disability or impairment affect their career development in such a degree that special attention to this characteristic is required. In particular, the course examines the following issues: disability's influence to career development, social stereotypes that prevent the inclusion of people with disabilities to the labour market, career development theories and career guidance models for people with special needs, coaching and mentoring procedures, and career assessment methods. Furthermore, within this course the European projects for career guidance of people with disabilities are presented, and the results of various relevant researches are discussed.						
E-class:							

Code:	PSY 106	ECTS:	3	Type:	Elective	Semester:	Spring
Title	NEUROPSYCHOLOGY II						
Module Tutor:	Assistant Professor Alexandra Economou						
Description:	The course covers brain-behaviour relationships and analyzes the basic neuronal mechanisms of the main neuropsychological disorders/syndromes that the psychologist is likely to encounter in clinical practice. Emphasis is placed on disorders that are characterized by some form of memory dysfunction. Specifically, the course covers an introduction to each disorder, representative clinical case studies, differential diagnosis, a detailed description of the symptoms that characterize the disorder, the neuropsychological tests that are used for the establishment of the symptoms, the demographic, psychological, physiological and predisposing factors, the pathophysiology of the disorder, its prognosis, and therapeutic interventions.						
E-class:							
Prerequisites:	PSY37						

Code:	PSY 109	ECTS:	3	Type:	Elective	Semester:	Spring
Title	HUMAN-COMPUTER INTERACTION						
Module Tutor:	Assistant Professor Petros Roussos						
Description:	It covers the following topics: Introduction and general concepts in HCI. The human. The computer. The interaction. Interaction design basics. Communication technologies. Support of disadvantaged users. Usability. Evaluation techniques. Universal design. Hypertext, multimedia, and the world wide web.						
E-class:	http://eclass.uoa.gr/courses/PPP276/						

Code:	PSY 112	ECTS:	3	Type:	Elective	Semester:	Fall
Title	CULTURAL AND MUSIC ANTHROPOLOGY I						
Module Tutor:	Lecturer Basiliki Lalioti						
Description:	The aim of the course is to introduce students to the subject of study, methodologies and products of work of cultural anthropology. More analytically, we will make an historical review of the key concepts, methods, questions, topics and tendencies in anthropologists' effort to understand culture in historical as well as in global perspectives. Special emphasis will be given on ethnography, that is, the method and product of anthropological research. Through various ethnographic examples we will investigate topics that are central in contemporary anthropological thought: culture and meaning, language and communication, social construction of identity and reality, cultural aspects of social and economic hierarchies.						
E-class:							

Code:	PSY 113	ECTS:	3	Type:	Elective	Semester:	Spring
Title	CULTURAL AND MUSIC ANTHROPOLOGY II						
Module Tutor:	Lecturer Basiliki Lalioti						
Description:	After having completed a review of the key concepts, methods, and subjects of study of cultural anthropology, in this course we will focus in the anthropological study of music. More specifically, we will study music from the point of view of anthropology, as a social and cultural phenomenon that forms, and is formatted by, social relations, cultural identities and meanings. Through various ethnographic examples, we will investigate the main theoretical orientations (like interpretive phenomenology and ethnographic criticism) and issues (like gender, ethnic and national identities, body and senses, globalization) that current anthropological approaches of music (and dance) bring.						
E-class:							

Code:	PSY 114	ECTS:	3	Type:	Elective	Semester:	
Title	ETHICS IN PSYCHOLOGY AND CODE OF CONDUCT-DEONTOLOGY						
Module Tutor:							
Description:	Psychology, as a social science, that includes knowledge and applications, has its scientific and social aspect but also its own political and ethical dimension. Thus, psychologists have to be aware of the Ethics in Psychology, associated with human values of respect for people, mental integrity and dignity, regardless of any kind of particular characteristics. The Code of Conduct-Deontology for psychologists refers to the above values in such a way that Ethics in Psychology and the Code of Conduct- Deontology of psychologists are two issues of great importance and mutual, continuous interaction. In other words, respect to the individuals' mental integrity is a human right, but its acceptance is a practical implementation on behalf of psychologists, in the areas of everyday practice, scientific research and teaching of psychology courses. Thus, the Code of Conduct, as a set of professional principles and rules has to be employed by every psychologist, male and female, in every relative professional setting.						
E-class:							

Code:	PSY 117 PSY 118	ECTS:	14	Type:	Required	Semester:	Fall & Spring
Title	SUPERVISED PRACTICE						
Module Tutor:	Supervised Practice Committee (coordinator: V. Pavlopoulos)						
Description:	The purpose of the supervised practice is to familiarize students with the professional work of the psychologist. This is achieved (a) by observing professional psychologists in actual working conditions, and (b) by carrying out limited tasks under supervision, i.e., with the responsibility and under the guidance of an approved psychologist. Students are exposed to activities relevant to the professional work of a psychologist, such as psychological assessment, counseling, psychotherapy sessions, professional meetings, educational events (e.g., seminars), and administrative tasks. The supervised practice lasts 160 hours. It takes place during the fourth year of studies (semesters 7 and 8), within a period of no less than two months, and it is rated on a pass/fail basis. The Supervised Practice Committee is assigned with the organization and coordination of the whole procedure, which involves a preparatory seminar, positioning of students to vacancies, communication with the supervisors and the units, and accreditation of student						
E-class:	http://eclass.uoa.gr/courses/PPP135/						

Code:	PSY 119 & PSY 120	ECTS:	16	Type:	Required	Semester:	Fall & Spring
Title	DEGREE THESIS						
Module Tutor:	All the Faculty members of the Psychology Department						
Description:	See Section E, at the Programme of Studies						
E-class:							
Prerequisites	ΨΧ121						

Code:	PSY 121	ECTS:	3	Type:	Required	Semester:	Spring
Title	DEGREE THESIS SEMINAR						
Module Tutor:	Supervised Practice Committee (coordinator: V. Pavlopoulos)						
Description:	This seminar is designed to help students through every stage of their degree thesis. The regulation and specifications of the degree thesis are presented in detail. Students acquire relevant knowledge and skills through activities and practice regarding all stages of a degree theses, i.e., collecting ideas for a thesis and picking an adviser, turning ideas into a defined topic, conducting the literature review, devising hypotheses and a research strategy, conducting the research, coding their data and performing the statistical analysis, writing and, finally, defending the thesis. Student performance will be evaluated on a pass/fail basis. Subscription and successful attendance of the seminar is required for all students at the 6th semester of their studies; it is also a prerequisite for conducting their degree thesis.						
E-class:							

PROGRAMMES OF POST-GRADUATE STUDIES

POSTGRADUATE PROGRAMME
IN CLINICAL PSYCHOLOGY

The Programme of Postgraduate Studies in "Clinical Psychology", has been established in academic year 1995-6 (Government Gazette 305 vol.B/07.05.1996, Presidential Act F711/93B7/205) in the Faculty of Philosophy, Pedagogy and Psychology of the University of Athens. In academic year 2004-5 the programme was revised (Government Gazette 1718, vol. B/19.11.2004); the programme was revised again in academic year 2007-8 (Government Gazette 8871, vol.B, issue 415/26.3.2007).

1. Aim of the programme

The aim of the Postgraduate Programme in Clinical Psychology is to educate and provide specialization of psychologists in Clinical Psychology. The main subject of studies is the study of mental health and psychopathology of individuals and groups, with an emphasis on linking theory and practice. The student is educated in the following areas: assessment-diagnosis through psycho diagnostic tools, clinical intervention in individuals, families or groups with psychological disorders, prevention of psychological disorders at an individual and community level, research in the areas of assessment-diagnosis, intervention and prevention. Assessment, intervention, prevention and research relate to the whole population, i.e. all age groups, from infancy to the elderly, as well as all social and ethnic-cultural groups.

2. Programme of Studies

The Postgraduate Programme of Studies in Clinical Psychology leads to: 1) Master's degree, Specialization in Clinical Psychology and 2) PhD in Clinical Psychology.

The duration of the Programme for acquiring a Master's degree is set to six teaching semesters for the Postgraduate Programme in Clinical Psychology. Three additional semesters are required for the PhD degree.

The Programme includes lectures, seminars, laboratory exercises, individual study, preparation of a thesis, as well as practical exercise of 2500 hours in Mental Health Centers, Psychiatric and General Hospitals.

More specifically, the programme of studies requires:

- Successfully attending a series of modules, seminars and practical exercises.
- Preparation of a thesis. The thesis is prepared under the supervision of an Academic Staff member of the Psychology Department following submission of an application that must be approved by the Postgraduate Programme's Committee and is a relatively short original research study. Final approval of the thesis is provided by a three members committee assigned by the Programme's Committee.
- Courses begin in the middle of October of each academic year.
- Modules are taught by Academic Staff members and specialized scientists assigned by the Programme's Committee.

3. Candidate selection

For candidates to be enrolled in the Programme, they must have the following qualifications:

e) Hold a degree of Psychology (Faculties or equivalent Psychology Programmes) from Higher Education Institutions (AEI) of Greece and respective institutions abroad, recognized by the National Academic Recognition Information Center, or students at the last stage of their studies who are about to acquire their degree prior to the final selection of candidates.

f) Have a degree grade of at least « Very Good» and an average grade of at least eight (8) in the modules of psychology.

g) To have adequate command of at least one European language, submitting respective proof (if any).

h) To have been successfully examined in writing in the following areas: Methodology of Scientific Research-Statistics, Psychology of Personality, Clinical Psychology. If their achievement in these written examinations is not adequate, candidates are disqualified. Candidates who are successful in the written examinations are invited to an interview with the committee.

For assessment of candidates, the following are also taken into consideration:

c) Three reference letters from Academic Staff members who were University Professors of the candidate.

d) Research studies, oral presentations and publications of the candidate and any other scientific activity of the candidate.

Final selection of candidates is made by taking into consideration the above qualifications, the results of the written examinations and the interview.

4. Attendance – Student Obligations

Students enrolled in the programme are required to attend and be examined in the modules taught in each semester. The student has the right to be reexamined in September.

- If the student, upon the beginning of the 2nd year of studies, has failed more than two modules, he is disqualified with a decision of the Programme's Committee.
- If the student, after seven (7) semesters from enrolment, has not been successfully examined in all modules, he is disqualified with a decision of the Programme's Committee. The student will only receive a certificate of attendance for the modules he/she was successfully examined in. This minimum time may be extended with a decision of the Programme's Committee, following a justified application of the student.
- The thesis is submitted after six (6) semesters from enrolment, at maximum. This minimum time may be extended with a decision of the Programme's Committee, following a justified application of the student.
- Students who complete all examinations, practice and research obligations within the set time schedule, receive a "Specialization Diploma in Clinical Psychology".

5. Number of students

The maximum number of students enrolled in the Programme each year is set to fifteen (15). Also, according to a decision of the Programme's Committee and the General Assembly of the Psychology Department, students who have succeeded in the examinations (in Greece) of the State Scholarships Foundation, may be enrolled.

6. Scholarships

Every year, an effort is made to ensure scholarships or financial aid for all students enrolled. These funds may come from Institutions (State Scholarships Foundation) and bequests (Saripoleio, Onasseio), or from the University's budget.

7. Programme of studies

Semester A

Module	Teaching hours
Psychotherapies A – Psychodynamics	4
Assessment A - Cognitive functions Theory Practice	 2 4
Clinical Psychology of the Community Theory Practice	 2 1
Psychopathology A	3
Clinical Health Psychology I	2
Skills for Clinical Interview I	2

- Total teaching hours: 20
- Moreover, specialized seminars are provided for.

Semester B

Module	Teaching hours
Psychotherapies B – Cognitive-Behavioral	4
Assessment B - Personality-Adaptation Theory Practice	 2 4
Psychopathology B	3
Clinical Health Psychology II	2
Skills for Clinical Interview II	2

- Total teaching hours: 17

Moreover, specialized seminars are provided for.

Semester C

Module	Teaching hours
Psychotherapies C – Humanistic-Systemic	4
Assessment C – Personality - Adaptation	2
Psychopathology C	3
Design and Presentation of Clinical Studies	2
Prevention Programmes	2
Clinical Psychology – Neuropsychology I	2
Ethics/Δεοντολογία – Bioethics	2

- Total teaching hours: 17
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 3 days/week.

Semester D

Module	Teaching hours
Thesis – Multifactor statistical analysis	3
Assessment D	2
Clinical Psychology – Neuropsychology II	2
Psychopathology D	3
Special Issues in Clinical Psychology I	2

- Total teaching hours: 12
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 3 days/week.

Semester E

Module	Teaching hours
Cognitive Neurosciences	2
Special Issues in Clinical Psychology II	2
Psychotherapy D – Research in Psychotherapy	2
Seminar: Practical Exercise	2

- Total teaching hours: 8
- Moreover, specialized seminars are provided for.
- Practical exercise in outside agency 5 days/week.
- Thesis preparation.

Semester F

- Practical exercise in outside agency 5 days/week.
- Thesis preparation.

POSTGRADUATE PROGRAMME COMMITTEE

Director: Associate Professor Anna Christopoulou
Members: Professor A. Kalantzi-Azizi
Professor K. Navridis
Professor Frosso Motti-Stefanidi
Assistant Professor L. Kannelopoulou
Lecturer Filia Issari

SECRETARIAT

Psychological Laboratory (office cluster 544), 5th floor, School of Philosophy
Tel.: 210-7277572, Fax: 210-7277534

POSTGRADUATE PROGRAMME OF STUDIES IN SCHOOL PSYCHOLOGY

The Faculty of Philosophy, Pedagogy and Psychology has approved the establishment and operation of a specialization programme in school psychology.

1. Aim of the programme

Aim of the Postgraduate Programme of Studies in School Psychology is the promotion of knowledge and the development of research in School Psychology, as well as the linking of theory, research, and school interventions.

This programme aims to train executives-specialists in School Psychology, with a focus in diagnosis, prevention and psycho pedagogic management of learning disabilities and adaptation of children and adolescents, as well as promotion of learning, mental health and psychological resilience in the school community.

2. Programme of Studies

The programme has a duration of two years (4 teaching semesters) and includes lectures, seminars, laboratory exercises, individual study, preparation of thesis, as well as practical exercise in school units and diagnostic-counseling/treatment facilities.

More specifically, the programme of studies includes:

e) Successful attendance of a series of modules, seminars and practical exercises (see table of modules below).

f) Preparation of a thesis. The thesis is prepared under the supervision of an Academic Staff member of the Psychology Department or the Pedagogy Department and is a relatively short original research study. Final approval of the thesis is provided by a three members committee assigned by the Programme's Committee.

g) Courses begin when candidate selection has been completed.

h) Modules are taught by Academic Staff members and specialized scientists assigned by the Programme's Committee.

3. Candidate selection

For candidates to be enrolled in the Programme, they must have the following qualifications:

- Hold a Bachelor's degree from the Faculties –or equivalent Programmes– of Psychology, Philosophy, Pedagogy and Psychology, Faculties of Pedagogy for Elementary Education, Faculties of Pedagogy for Preschool Education and Faculties of Special Education of Greek Higher Education Institutions and respective institutions abroad, as well as from Faculties of Social Work, Speech Therapy, Early Childhood Education and Nursing, of Technical Education Institutions (according to the addendum included in article 4, of the modified Ministerial Decision B7/206 of 29.3.96 for the operation of the P.G.P. in School Psychology).
- Have a degree grade of at least "very well" and an average grade of at least eight (8) in the modules of psychology and pedagogy.
- Have adequate command of at least one European language. Confirmation of adequacy in the foreign language is done through certificates of studies or special examination of candidates. For this, the help of members from other Faculties (particularly foreign languages Faculties) may be required.
- Being successfully examined in writing in special examinations, in the areas of Developmental Psychology and Developmental Psychopathology, as well as in the area of Methodology of Scientific Research and Statistics.

- Interview procedure: includes an interview of the candidates who have been successfully examined in writing.

For assessment of candidates, the following are also taken into consideration:

e) Reference letters from Academic Staff members who were University Professors of the candidate.
f) Research studies, oral presentations and publications of the candidate and any other scientific activity of the candidate.

4. Attendance

The duration of the Programme for acquirement of a Master's degree with a Specialization in School Psychology, is set to four (4) teaching semesters. Two (2) additional semesters are required for the PhD.

The duration may be extended for one (1) semester (5 semester from enrollment) according to the Faculty's decisions. This minimum time may be extended for two (2) additional semesters, following a justified application of the student and a decision of the programme's Committee. Submission of the thesis is made after six (6) semesters from enrollment at maximum. This minimum time may be further extended by the Programme's Committee for an additional one (1) semester, following a justified application of the student.

Students who successfully completes all examinations, practical exercises and research obligations within the set time schedule, receive a "Specialization Diploma in School Psychology".

5. Number of students

Every year, twenty (20) positions for postgraduate students are announced for the current programme. Students with scholarships by the State Scholarships Foundation, by the Athens Academy etc, may be accepted into the programme without examinations, over the 20 positions set, following a decision of the General Assembly of the Faculty, which is made after a recommendation of the Scientific Committee of the Programme.

The list of successful candidates is submitted for approval to the General Assembly of the Faculty, together with the accompanying record of selection. After approval of the General Assembly of the Faculty, successful candidates are enrolled at the Secretarial of the Faculty of Philosophy, Pedagogy and Psychology.

6. Scholarships

In case there are available funds from resources (such as for example EPEAEK, State Scholarships Foundation funds), it is possible to award scholarships to a certain number of postgraduate students.

Postgraduate students who will be awarded a scholarship (for six or twelve months) are selected by the Programme's Committee, taking into consideration the following criteria:

- Achievement in the examinations
- Number of modules that the student has successfully been examined in
- Economic status of the student
- Participation in the research activities of the Department of Psychology

7. Programme of Studies

Semester A

1. Issues of Developmental Psychology (3 hours)
2. Issues of School Psychology (2 hours)
3. Cognition and Learning (3 hours)
4. Developmental Neuropsychology (3 hours)
5. Social Psychology – Small group dynamics (2 hours)
6. Psychology of Personality – Developmental Variations (3 hours)

Semester B

1. Assessment of cognitive functions (3 hours)
2. Psychology of high risk groups (2 hours)
3. Didactics– Curricula (2 hours)
4. Special education (3 hours)
5. Assessment of learning disabilities (3 hours)
6. School Professional Orientation – Assessment and Guidance (3 hours)
7. Practical exercise in schools

Semester C

1. Counseling Psychology: Theory and Practice (3 hours)
2. Assessment of personality and social adaptation (3 hours)
3. Methodology of Scientific Research: Research Design (2 hours)
4. Dialectic Psychological Counselling– Prevention programmes (3 hours)

5. Supervision of practical exercise: case studies analysis (2 hours)
6. Practical exercise in diagnostic centers and schools (2 days/week)
7. Thesis assignment

Semester D

1. Psychotherapeutic interventions (3 hours)
2. Statistics: Multifactor analysis (2 hours)
3. Practical exercise in diagnostic centers and schools (3 days/week)
4. Thesis assignment

POSTGRADUATE PROGRAMME COMMITTEE

Director: Professor Chryse Hatzichristou

Members (from the Department of Psychology):
Professor Elias Besevegis
Professor Nikolaos Giannitsas
Professor Frosso Motti-Stefanidi
Associate Professor Aikaterini Gari
(from the Department of Pedagogy)
Associate Professor Angeliki Gena

SECRETARIAT

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LIBRARY, LABORATORIES, RESEARCH CENTERS

LIBRARY OF THE PSYCHOLOGY DEPARTMENT

Director: Associate Professor Anna Christopoulou

The Psychology Library is located on the 5th floor of the School of Philosophy, next to the Pedagogy Library. It provides a large number of Greek and foreign books and journals related to Psychology. Among them, many rare old psychology books (e.g. Vorrea, Wundt, Skinner, Jung etc.). Also, this space hosts the personal library of Professor Triandis. There is also access to electronic journals.

Apart from the Library, in the Center for Creative Thinking, psychometric tests are provided to candidate doctorate and postgraduate students of the Psychology department. The interested parties may, after agreement with their supervising professor, borrow these for a specific period of time.

The library lends material to Academic Staff members and postgraduate students of the following postgraduate programmes: School Psychology, Clinical Psychology and Counseling and Professional Orientation. Entitled to borrow are also postgraduate students of the Panteion University studying Organizational Psychology, as well as candidate doctorate students being supervised by an Academic Staff member of the Psychology department. Lending is allowed for a period of one week.

Undergraduate students of all schools of the Athens University, as well as everybody else, can borrow material for a day in order to make photocopies. There is also the option of borrowing material for the weekend with the provision of their police ID card.

It is also possible to access the Psych-Info database (through the "CSA Internet Database Service") as well as the other electronic services that are available by the Athens University through the website http://www.lib.uoa.gr.

The library operates daily, on working days, from 09:00 until 17:00 during the fall period and from 09:00 until 14:30 during the spring period. The library is closed throughout the summer holidays period.

LABORATORY OF EXPERIMENTAL PSYCHOLOGY

Director: Assistant Professor Petros Roussos

The Psychological Laboratory was established in the School of Philosophy of the University of Athens in 1926, by Professor Theofilos Voreas and was appended to the first Chair of Philosophy. It was the result of long-lasting efforts that began in 1911. The Psychological Laboratory, during the tenure of Professor Voreas, offered important services both for the practical exercise of students as well as for the promotion of psychological research, the most important of which have been published in the Annals of the Academy of Athens, in Psychology and Analects of Th. Voreas. Remarkable studies have also been published by the first researchers of this laboratory, among which A. Garmati-Theodoropoulou, Mar. Kissavou, A. Kouki, Aik. Striftou-Kriara. Theofilos Vorreas was succeeded by G. Sakellariou, as Director of the Laboratory, who adapted in Greek the intelligence scale of Simon-Binet, as revised by L.M. Terman, and developed his own personality scale, known as Terman-Sakellariou. Despite the difficulties that G. Sakellariou was faced with, in the framework of the Psychological Laboratory, he managed to produce remarkable teaching and research work, which was not only limited to the University of Athens, and he also produced an important number of publications. Mrs. S. Paraskeva-Sakka had an important contribution as well.

During the tenure of G. Sakellariou, four departments were established in the Psychological Laboratory: a) psychological research, b) professional orientation, c) clinical psychology, and d) counseling for parents and young individuals.

After the retirement of G. Sakellariou, the oversight of the Psychological Laboratory was assigned to Philosophy Professors Ioannis Theodorakopoulos, Evangelos Moutsopoulos and An. Yiannaras, as for a significant period of time there was no Psychology Professor in the School of Philosophy of Athens.

The independent Chair of Psychology in the University of Athens was established in 1978, and the Psychological Laboratory was appended to it. Ioannis Paraskevopoulos was elected Professor for this Chair, who also undertook Director's duties for the Psychological Laboratory from 1979, continuing the work of his predecessors. His contribution was particularly important in expanding teaching of Psychology in the various Faculties of the University of Athens.

Today, the Psychological Laboratory is located on the 5th floor of the School of Philosophy.

PSYCHOMETRIC LABORATORY

Director: Professor Elias Besevegis

The Psychometric Laboratory was established by the Presidential Decree 170, published in the Government Gazzette No. 61, volume A/10-4-1999.

The aim of the Psychometric Laboratory is:

- The development and weighing of psychometric methods, as well as development of systems and procedures for objective assessment of skills, of interests, of problematic behaviours and other aspects of human personality in both children and adults.
- The education of students in issues related to psychometric and psycho diagnostic methods.
- The facilitation of students interested in conducting research programmes related to psychometry-psychodiagnostics.

The Psychometric Laboratory is located on the 5th floor of the School of Philosophy (room 524) and is available to all interested parties.

CAREER COUNSELING RESEARCH AND ASSESSMENT CENTRE

Director: Professor Despoina Sidiropoulou-Dimakakou

In the context of lifelong guidance the Centre focuses on research concerning career counselling and development as well as on peoples' special interests, abilities and aptitudes evaluation with the use of career assessment methods and tools.

The activities of the Centre are structured according to the following sectors:

a) Improving the connection of research and practice in career guidance and counseling.

b) Conducting career guidance and assessment research with the collaboration of colleagues from Greece and abroad.

c) Planning and developing career counselling and guidance programmes with the collaboration of colleagues from Greece and abroad.

d) Constructing or/ and adapting career assessment tools.

e) Teaching and training work.

The Centre has sustainable partnerships with schools, social agencies, regional institutions, European networks and universities.

CENTER FOR THE DEVELOPMENT OF CREATIVITY

The Center for the Development of Creativity has been established due to the restrictions that still hold in the today's mainstream Greek educational system for the understanding and development of the critical and original thinking, two elements of great importance for human mentality. As empirical research on creativity proved, the negative result of this one-sided practice is the alarming effect that children around the 4th grade of Elementary School, approximately of 9 years old, seem to present a dramatic decline of all their creative skills. Another negative effect of this practice is the marginalization of "gifted and talented" children and finally the formulation of stereotypes for individuals with high abilities within school community and the broader social context.

The goal of the Center is the investigation of specific characteristics and needs of individuals with high potential in the area of creativity, along with the application of principles of creative problem solving and originality in all areas of human activities, and particularly in the mainstream education. Specifically, the Center investigates the specific needs and abilities of individuals with high scoring in fluency, flexibility and originality of creative thinking, towards the perspective of recommending suitable ways for the development of creative strategies to students' family and school teachers. It also focuses on investigating how creative thinking enhances teaching practices in class, teacher-student interaction at school setting and relationships among school staff members in school life. Additionally, it seeks to formulate an integrated model of motivating and developing high creative abilities and skills for children, adolescents and adults under the scope of their utilization in various sectors of human activities and social organization (education, public administration, financial life, interpersonal relationships etc).

CENTER FOR THE STUDY OF FAMILY

Director: Professor Elias G. Besevegis

The aim of this Center is the study of subjects related to the structure and operation of the Greek family as well as of its importance both in the development of the child and in the operation and evolution of the Greek society.

The establishment and operation of the **Center for the Study of the Family** is an opportunity for cooperation of the major sectors of Psychology. Developmental Psychology (human development and evolution), Social Psychology (family as a social institution) and Clinical Psychology (effects of family in the creation and the treatment of problems).

The Center for the Study of the Family: a) conducts empirical research in the Greek population regarding the structure, the operation and the effects of the family, b) develops psychometric tools for the evaluation of the psychological dimensions of individuals and family psychodynamics, and c) undertakes teaching-training work with lectures, announcements, cooperates with the existing and establishes new Parenting Schools as well as cooperation with other agencies of similar interests (e.g. Youth Centers, Substance Abuse Treatment Centers, Secretariat for Equality etc).

The center operates in the School of Philosophy (Psychological Laboratory, 5th floor), with Professor Elias Besevegis as its Director.

LABORATORY OF STUDENTS' PSYCHOLOGICAL COUNSELING

Director: Professor Anastasia Kalantzi-Azizi

The Laboratory of Students Psychological Counseling has been operating since 1990 (Dean's Act 13637/26.10.1990, as "Students Counseling Center" and Government Gazette 99/1.5.2009 under its current name).

The Laboratory is located on the 5th floor of the School of Philosophy (Panepistimiopoli, 15784 Ilisia, tel.: 210-7277554, fax: 210-7277553, email: skf@cc.uoa.gr and website: www.uoa.gr/skf).

The Laboratory of Students Psychological Counseling serves all students of the University of Athens.

The main aims of the Laboratory are:

- Provision of counseling services and direct psychosocial support to students (individual and group counseling, tele-counseling).
- Meeting teaching and research needs in the areas of psychosocial needs of the students, clinical psychology and counseling.
- Mobilizing the student population for issues related to them.
- Scientific publications and publishing.
- Cooperation with other Counseling Centers, Research Centers and Academic Institutions with related scientific goals.
- The Laboratory is addressed to students of all Faculties of the University of Athens and provides support and counseling related to:
- Studies, student life (e.g. examinations related stress, problems related to studies, delay in studies, adaptation to student life).
- Relationship problems (e.g. with friends, fellow students, family, partner/significant other).

Other personal problems and stress manifestations (e.g. reduced performance, lack of interest, physical symptoms due to psychological reasons, isolation problems). Parallel to individual counseling, group counseling of an experiential-interventional nature are also available (e.g. examinations related stress, communication skills and relationship issues, enhancement of self-efficacy expectations, improvement of studying skills, peer counseling etc). The aim of group interventions is to help students develop or improve skills and functions related to the specific subject of the group intervention. In the Laboratory, there is also a Service of "Students for Students" and "Talk to an Expert" which are hosted on the internet platform "Mpes!" (http://mpes.uoa.gr/). Recently, the Laboratory has started cooperation with the Students with Disabilities Access Unit (http://access.uoa.gr) offering psychosocial support to students with disabilities of the University of Athens.

The Laboratory conducts feasibility studies and epidemiology studies, which indicate the need to formulate respective interventional programmes. Also, for all activities, efficacy-assessment studies are conducted, in the context of the thesis assignments of the Psychology Programme, diploma theses of the Postgraduate Programme in Clinical Psychology and doctoral theses.

CENTER OF CROSS-CULTURAL PSYCHOLOGY

Director: Associate Professor Aikaterini Gari

Aim of the Center of Cross-Cultural Psychology is the study of issues related to the universality of theories and findings, as well as the study of cultural differences, in almost all subject matters of psychology and the application of these findings on groups and individuals, in our country and in other societies.

More specifically, the aim of the Center of Cross-Cultural Psychology is materialized through four interdependent basic goals, with additional programmes and activities. These goals are the following: a) conduction of research in the Greek population, as well as of comparative, cross cultural studies, in cooperation with countries in Europe and other continents, on the basic subject matters of Psychology and in particular areas such as family, personality, development of child and adolescent, quality of life, European values, as well as subjects related to the adaptation of immigrant groups and relocated citizens, b) carrying out intervention programmes in the Greek population and in other countries, with the cooperation of colleagues-researchers from these countries, c) carrying out teaching-training work through lectures and oral presentations in local and international congresses, training manuals-leaflets and articles for the students, as well as through the production of informational and training material for the public, and d) promoting exchange of experiences and development of cooperation with similar Centers, Institutes and any type of Institutions and Organizations in Greece and abroad, which deal with subjects related to Cultural and Intercultural Psychology.

The Center of Cross-Cultural Psychology operates in the premises of the School of Philosophy, under the supervision of the Psychology Department and is managed by the Assistant Professor Aik. Gari. The scientific team of the Center comprises of the Director, Mrs. Aik. Gari, Associate Professor of Social Psychology, other Academic Staff members of the Psychology Department with a related subject, psychologists, PhD candidate students of the Psychology Department in the subjects of Social and Cross-cultural Psychology as well as postgraduate students of psychology and undergraduate students of the Psychology programme and the Philosophy, Pedagogy and Psychology Faculty.

CENTER FOR THE STUDY OF HIGH RISK GROUPS ADAPTATION

Director: Professor Frosso Motti-Stefanidi

The aim of the Center is to study the psychosocial adaptation of individuals living under adverse or/and stressful conditions (e.g. poverty, migration, parent suffering from mental condition, experiencing an earthquake, adoption) and to identify the individual and environmental factors and processes that either protect these individuals from the effects of these negative conditions or which make them more vulnerable to them.

These studies combine the study of psychological adequacy and adaptation difficulties, as well as the comparative study of normal versus pathological behavior.

The **"Center for the Study of High Risk Groups' Adaptation"** deals with:

a) Conducting related studies in the Greek population,

b) Research cooperation with research groups abroad, as well as with respective Centers, Institutes and all types of Institutions or Organizations within the country and abroad,

c) Training under and postgraduate students as well as candidate doctorate students in the methodology of these studies,

d) Providing educational-training work through lectures and books, educational manuals and articles addressed to the students and the general public,

e) Organizing seminars and events to inform related agencies, mental health specialists, educators, students and the general public, about the findings of studies conducted at the Center regarding psychological resilience,

f) Implementing intervention programmes in the Greek population and in other countries, through cooperation with researchers in these countries.

Within the context of the Center's operation, the following post doctorate theses are being currently conducted:

1. "Psychological resilience and perceived discriminations against Gymnasium students of Albanian origin", Nancy Papathanasiou, Clinical Psychologist
2. "Use and abuse of the internet", Vasilis Stavropoulos, Clinical Psychologist
3. "Adequacy of children in single parent families", Melina Doukakou, Clinical Psychologist.

CENTER FOR RESEARCH AND APPLICATIONS OF SCHOOL PSYCHOLOGY

Director: Professor Chryse Hatzichristou

The establishment and operation of the Center for **Research and Applications of School Psychology** belongs to the context of a multilevel model of linking theory, research and psychological and counseling interventions in schools, institutions and other facilities, which was formulated in the context of an effort to develop school psychology and counseling in the Greek educational system and respond to the growing needs of students. The aim of the Center is to provide alternative school psychology services and linking the University with schools, agencies, unions, companies and the international scientific community.

More specifically, the aims of the Center are related to:

a) Creation of effective schools that care for and tend to their members through the promotion of emotional resilience of students, educators and parents through the application of interventional programmes,

b) Sensitization-training of educators and parents, training of undergraduate and postgraduate students and mental health specialists,

c) Provision of counseling services in the context of dialectic psychological counseling,

d) Conduction of research, publications and publishing,

e) Linking and collaboration with agencies and scientific societies/unions of School Psychology in Greece and other countries.

Activities of the Center

- Planning, implementation, evaluation of programmes for prevention and intervention
- Sensitization, education, training of
    - Educators and education executives
    - Under and postgraduate students
    - Mental health specialists and professionals of various specializations
    - Parents and agencies of the community, in a wider context
- Research programmes
- Scientific publications in Greek and international journals
- Organization of seminars, one day meetings, participation in congresses
- Publishing – production of educational material
- Events

Indicative intervention programmes of the Center

- "Programme for the promotion of mental health and learning: Social and Emotional Education at the School" (Hatzichristou, ed., 2004α, β. 2008. 2010α, β, γ)
- "Programme for informing and sensitizing adolescents in issues related to interpersonal relationships and sexual development" in collaboration with the Center of Sexual and Reproductive Health of the Aristoteleion University of Thessaloniki.
- "Cross-cultural Programme: The Olympic Spirit through the words of children" in collaboration with the International Association of School Psychology (Hatzichristou, ed., 2004).
- "Programme of psychosocial support – counseling intervention for relocated and foreign students".
- "Programme of counseling and support to single parent families within the school community".
- "Intervention programme to support children in the school community upon crisis situations".
- Programme of sensitization on differentiation issues: «Ο Τρυφερούλης Μικροφτερούλης» - O Triferoulis Mikrofteroulis", a fairy tale about being different (Ch. Hatzichristou, ed., 2007) e.t.c.

The scientific team of the Center comprises of the Director, Mrs. Chryse Hatzichristou, Professor of School Psychology of the Department of Psychology and Director of the Postgraduate Programme in School Psychology, Academic Staff members of the University of Athens, professors of School Psychology, doctorate and postgraduate students of the Postgraduate Programme in School Psychology and psychology professionals.

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