COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	DEE161	SEMESTER	7th (winter)
COURSE TITLE	PERSONALITY THEORIES: RESEARCH AND APPLICATIONS		

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

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	specialised general knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Instruction, Examination)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to exchange programme students (in Greek)
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=1449

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
Upon successful completion of this course, students will: 1. understand major classical and contemporary personality theories and current trends in personality research 2. be able to compare and contrast key concepts of each theory and evaluate its scientific validity 3. understand the findings of behavioural genetics and neuroscience research indicating the biological/genetic under pinnings of personality, and psychological research demonstrating socio-cultural influences on its development 4. know the methods/techniques of personality assessment 5. become acquainted with seminal and current research on personality and make the connection between theory and practice, i.e. how the theoretical developments fuel research and how, conversely, research contributes to the formulation, modification and evaluation of personality theories.
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

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

(3) SYLLABUS

This course is an introduction to personality theories. The topics covered include: Personality theories: From everyday observation to systematic theories The scientific study of people. Freud's psychoanalytic theory of personality. Roger's person-centered theory of personality. Trait theories of pesonality: Allport, Eysenck, and Cattel. Behaviorism and the learning approaches to personality. A cognitive theory: Kelly's personal construct theory of personality. Social-cognitive theory: Bandura and Mischel. Biological foundations of personality. Personality in context: Interpersonal relations, culture, and development across the course of life. Assessing personality theory, research, and applications.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT Use of ICT in Course Teaching Use of ICT in Communication with Students Description • Use of ICT (powerpoint, videos) during the classes • The professor's material is offered via e-learning (moodle) • Use of HEAL-LINK and other academic databases and search engines for accessing relevant books and journal articles • Electronic Communication with the students (via e-mail, use of the Department's website) • Students are expected to use new technologies for their assignments

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

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

Activity	Semester workload
Lecture attendance	39
Essay writing	20
Study and analysis of bibliography, tutorials	38
Exam	3
Course total	*100*

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

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

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

Course assessment includes:
(1) Group written assignment
(2) In-class presentation of assignment
(3) Written exam in the middle and at the end of the course

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

Μπρούζος, Α. (2004). *Προσωποκεντρική Συμβουλευτική: Θεωρία, έρευνα και εφαρμογές.* Αθήνα: Τυπωθήτω – Δαρδανός.

Cervone, D., & Pervin, L. A. (2013). Θεωρίες Προσωπικότητας: Έρευνα και Εφαρμογές (Επιστημονική Επιμέλεια – Πρόλογος: Α. Μπρούζος). Αθήνα: Gutenberg.

Additional Bibliography for study:

Allen, B. P. (2006). *Personality Theories: Development, Growth, and Diversity* (5th ed.). Needham Heights, MA: Allyn and Bacon.

Burger, J. M. (2015). *Personality* (9th ed.). Stamford, CT: Cengage Learning.

Cloninger, S. C. (2012). *Theories of Personality: Understanding Persons* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.

Crowne, D. P. (2010). *Personality Theory* (2nd ed.). New York: Oxford University Press.

Engler, B. (2013). *Personality Theories* (9th ed.). Belmont, CA: Wadsworth Publishing.

Ewen, R. B. (2009). *An Introduction to Theories of Personality* (7th ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Feist, J., & Feist, G. J. (2012). *Theories of Personality* (8th ed.). New York: McGraw-Hill.

Frager, R., & Fadiman, J. (2013). *Personality and Personal Growth* (7th ed.). Boston, MA: Pearson Academic.

Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.

Funder, D. C., & Ozer, D. J. (Eds.). (2010). *Pieces of the Personality Puzzle: Readings in Theory and Research* (5th ed.). New York: W.W. Norton.

Hogan, R., & Smither, R. (2008). *Personality: Theories and Applications* (2nd ed.). Tulsa, OK: Hogan Press.

John, O. P., Robins, R. W., & Pervin, L. A. (Eds.). (2008). *Handbook of Personality: Theory and Research* (3rd ed.). New York: Guilford Publications.

Larsen, R.J., & Buss, D. M. (2009). *Personality Psychology: Domains of Knowledge About Human Nature* (4th ed.). New York: McGraw-Hill.

Mischel, W., Shoda, Y., & Ayduk, O. (2007). *Introduction to Personality: Toward an Integrative Science of the Person* (8th ed.). Hoboken, NJ: J. Wiley & Sons.

Olson, M., & Hergenhahn, B. R. (2010). *An Introduction to Theories of Personality* (8th ed.). Englewood Cliffs, NJ: Prentice Hall.

Ryckman, R. M. (2008). *Theories of personality* (9th ed.). Belmont, CA: Cengage Learning/Wadsworth.

Schultz, D. P., & Schultz, S. E. (2012). *Theories of Personality* (10th ed.). Belmont, CA: Wadsworth/Cengage Learning.