COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	dee802e **SEMESTER** 7
COURSE TITLE	POSITIVE PSYCHOLOGY IN EDUCATION

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, exercises in comprehension, team working, discussion	3	5
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*	Special background – Specialized general knowledge - Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1392

(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*

This course attempts to introduce students to the basic principles, theory and methodology of Positive Psychology, with an emphasis on its applications in education. Positive psychology offers key knowledge for educators, as its main areas of concern and the suggested ways of handling them strengthen and advance the psychosocial skills of all involved in the school context.

Upon successful completion of this course students will be able to:
a) Understand the main concepts and thematic areas in Positive Psychology
b) Know how to empirically study different areas of interest in the field of Positive Psychology
c) Comprehend the significance of Positive Psychological Intervention in education, the promotion of well-being and mental and physical health, as well as the well-being of groups, organisations and communities.

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

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

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

- Seeking, analysing and composing data and other information, using the necessary ICTs
- Adaptation to new situations
- Team working
- Design and execution of interventions
- Respect of the different and the multicultural
- Exercise of critical thinking and self-criticism
- Advancement of free, creative and inductive thinking

(3) SYLLABUS

All areas of study as outlined below are structured around the educational applications of Positive Psychology.
1. Introduction in Positive Psychology. Historical roots and theoretical contexts
2. Positive character strengths and virtues
3. Emotional strengths: Positive emotions
4. Cognitive strengths: The Ellis model. Working in the cognitive level. Setting targets.
5. Basic concepts in Positive Psychology: Optimism, hope, curiosity
6. Positive Psychology in Education: Positive Psychological Intervention Programs in the school
7. Positive Psychology in organisations: Positive Organisational Psychology. Positive emotions at work.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching • Slides and video demonstrations • Use of HEAL-LINK and other electronic sources for access to bibliography on issues around General Psychology • Course Notes and other educational material relevant to General Psychology can be accessed at the course webpage (http://ecourse.uoi.gr/course/view.php?id=1392) • Use of e-mail in communication with students
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures aimed at activating students for course participation</td><td>39</td></tr><tr><td>Study and analysis of bibliography</td><td>58</td></tr><tr><td>Team work</td><td>25</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>***125***</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	• Questions on knowledge and understanding during course time

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.*	• Optional team work • Written exams at the end of the semester

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography (from system Evdoxos)
1. Λεοντοπούλου, Σ. (Επιστ. Επιμ.) (2019). *Θετική Ψυχολογία. Θεωρία, Έρευνα και Εφαρμογές*. Αθήνα: Gutenberg. ISBN 978-960-01-0000-0
2. Σταλίκας, Α., & Μυτσκίδου, Π. (Επιμ.) (2011). *Εισαγωγή στη Θετική Ψυχολογία*. Αθήνα: Τόπος.
3. Doll, B., Zucker, S., & Brehm, K. (2009). *Σχολικές τάξεις που προάγουν την ψυχική ανθεκτικότητα*. Χ. Χατζηχρήστου (Επιμ.). Αθήνα: Γ. Δαρδανός – Κ. Δαρδανός Ο.Ε.

Additional bibliography
1. Fredrickson, B. L. (2001). The role of positive emotions in Positive Psychology. *American Psychologist, 56*(3), 218–226.
2. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
3. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
4. Λεοντοπούλου, Σ. (2007). Ο ρόλος της οικογένειας στη διαμόρφωση της ανθεκτικότητας σε νεαρά άτομα. *Επιστημονική Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος, 5*, 83-111.
5. Λεοντοπούλου, Σ. (2008). Ψυχική ανθεκτικότητα κατά την εφηβεία: Ψυχοκοινωνικές παρεμβάσεις στην οικογένεια, στο σχολείο και στην κοινότητα. Στο Η. Κουρκούτας και J.-P. Chartier (Επιμ.), *Παιδιά και έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές: Στρατηγικές παρέμβασης*. Αθήνα: Εκδόσεις Τόπος.
6. Leontopoulou, S. & Triliva, S. (2012). Explorations of subjective wellbeing and character strengths among a Greek University student sample. *International Journal of Wellbeing, 2*(3), 251-270. DOI:10.5502/ijw.v2.i3.6
7. Dimitropoulou, C., & Leontopoulou, S. (2017). A Positive Psychological Intervention to promote well-being in a multicultural school setting. *European Journal of Counselling Psychology, 6*(1), 113-137. DOI:10.5964/ejcop.v6i1.141.
8. Cotton Bronk, K., Leontopoulou, S., & McConchie, J. (2018). Youth purpose during the Great Recession: A mixed-methods study. *The Journal of Positive Psychology, 14*(4), 405-416, DOI: 10.1080/17439760.2018.1484942.