

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΔΕΕ074	SEMESTER	Δ (4th)
COURSE TITLE	ΕΠΑΡΚΕΙΑ-Advanced level- English for Academic Purposes		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Anastasia Costoula, Senior Fellow Teacher			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Completing the course “ΕΠΑΡΚΕΙΑ” students are expected to improve their language skills, to cope with input texts, i.e. reading ,listening and vocabulary check in their field of study, to attend lectures in English and to use their knowledge in producing essay assignments.</p>

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...

Working independently, Team work, Production of free, creative and inductive thinking, Respect for difference and multiculturalism, Criticism and self-criticism

(3) SYLLABUS

ΕΠΙΠΡΟΚΕΙΜΕΝΑ: **The psychology of Education** (analysis of terms: stimulus, response, reinforcement, feedback), **Child Development Theories** (Freud, Erikson, Piaget, Pavlov, Skinner, Bowlby, Bandura, Vygotsky), **Gender Role Stereotypes in Children’s Literature, Gender Roles in the Media, Gender in Language** (Sexism in Language), **Gender and IQ** (Assessing Intelligence), **Giftedness** (Stanford-Binet intelligence scale-The Terman study), **Body Language** (Universals of Non-verbal communication), **Assessing Pupils’ progress** (Purposes and Types of Assessment, Assessment activities in Classroom, Teacher’s evaluation), **Tips across the Curriculum** (Meeting the class for the first time, Helping pupils to pass exams, Strategies to improve Self-esteem in pupils, Pastoral care), **Teaching Green** (From Child’s Rights to Earth Rights, Teaching about Food systems, The impact of Climate change on us).

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p>	
<p style="text-align: center;">TEACHING METHODS <i>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.</i></p> <p><i>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</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures & Interactive teaching	39
	Study of bibliography	25
	Written exercises	18
	Essay writing (non-directed study)	15
	Exams	3
	Course total	100
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Summative or conclusive evaluation: Written exam at the end of the semester with multiple-choice questionnaires and short-answer questions</p> <p>Evaluation criteria :</p> <ol style="list-style-type: none"> 1 .Reading comprehension (texts with Pedagogic terminology in English) 2. Use of English language in written and spoken form and use of argumentative speech 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

Psychology Today (weekly magazine)
English for Psychology in Higher education by Garnet education
Social Psychology by Sears, Peplau and Taylor – Prentice Hall International Editions
Essential Teaching Skills by Chris Kyriakou – Nelson Thornes
2000 Tips for Teachers by Nick Packard & Phil Race – TES

Green Teacher (monthly magazine) Toronto, Canada - Editor Tim Grant
Beginning Teaching: Beginning Learning in Primary education by Moyles and Robinson
Academic Encounters by Bernard Seal - Cambridge University Press
Introduction to Psychology by Ann Weber - Harpercollins College Outline