COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Letters
ACADEMIC UNIT	Department of Philosophy and Social Studies
LEVEL OF STUDIES	Undergraduate

COURSE CODE	**ΚΨΑ050**	**SEMESTER**	**1**

COURSE TITLE	Introduction to Psychology I

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	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*	General background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Erasmus students are examined in English)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	URL on UoC e-learning upon beginning of the semester

(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*

Students will be habituated with basic theoretical data and research methods in Psychology.

More specifically, upon successful completion of the course, students are expected to

- get advanced knowledge in Psychology, which lead to critical understanding of theories and principles
- understand and be able to apply methodological and ethical principles in research issues in Psychology

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...*
	....

- Respect of human rights and multiculturalism
- Sensitization in gender issues
- Exert criticism and self-reflective strategies
- Promotion of free, creative and inductive reasoning

(3) SYLLABUS

In this course we are discussing basic theories and research methods of Psychology as Social Science. More specifically, we focus on

- relations between inheritance and environmental factors that construe human behavior,
- processes of development and learning,
- cognitive functions (perception, memory, thought and language)
- the role of affects and motives in human behavior and
- students' habituation with issues regarding methodology and research ethics.

More specific learning objectives:
- Understand basic psychological theories such as: Gestalt Psychology, psychoanalysis, behaviorism, cognitive constructivism, social interaction /cultural context
- Understand research methods such as: experiment, observation, case study, interview, correlation analysis, facto analysis, self-report techniques, survey, psychometrics
- Evaluate reliability and validity of a psychological measure and understand what a representative sample is
- Discriminate between causal and correlational factors that affect human behavior
- Make the difference between a false psychological report and a scientific finding
- Be able to choose the right method to study a specific behavior

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face (distance learning if needed)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching and communication with students**
TEACHING METHODS *The manner and methods of teaching are*	*Activity*	*Semester workload*

described in detail.	13 Lectures	39 hours
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.	Study and analysis of bibliography	36 hours
	Preparation for the exams	50 hours
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		
	Course total	**_125 hours_**

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.*	-Written exams (in Greek and English) -Evaluation criteria 1. Answer an open-ended question……………..70% 2. Multiple choice questions…………………….30%

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Wade, C. & Tavris, C. (2018). *Ψυχολογία* (επιμ. έκδοσης: Μ. Μαρκοδημητράκη & Β. Τσούρτου, μετφ. Π. Πολυματίδου)*. Θεσσαλονίκη: Εκδόσεις ΤΖΙΟΛΑ.*
- Schacter, D.L., Gilbert, D.T., Wegner, D.M., & Nock, M. (2018) *Εισαγωγή στην Ψυχολογία.* (Επιστημ. Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Εκδόσεις Δαρδανός.

- Related academic journals:

Adolescence
American Psychologist
Child Development
Cognition
Cognitive Psychology
Developmental Psychology
Developmental Science
Emotions
Journal of Personality and Social Psychology
Journal of Applied Psychology
Infancy
New Ideas in Psychology