

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPT OF PHILOSOPHY AND SOCIAL STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KΨA051	SEMESTER	2
COURSE TITLE	Introduction to psychology II		
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	5	
<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>	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. Exams in English for Erasmus students		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Available on UoC-eLearn as of September 2020		

(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>Upon completion of the course, student should be able to:</p> <ul style="list-style-type: none"> - Be aware of basic theoretical approaches and concepts in psychology of individual differences and social psychology - Understand the abstract and conceptual nature of scientific terms - Combine information and make judgments about the available empirical evidence - See everyday experience under the light of different theories - Be critical and reflective as regards lay psychological explanations of the phenomena in question 								
<p>General Competences</p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Working independently
- Advance scientific and critical thinking of students
- Production of free, creative and inductive thinking

(3) SYLLABUS

This second part of the Introduction to Psychology introduces key psychological concepts from the fields of individual differences and social psychology. Topics to be taught include:

- individual differences and testing
- Intelligence
- personality theories
- social behaviour: attitudes, stereotypes, causal attributions
- social interaction and social influence: conformity and change
- groups and identity
- intergroup conflict

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face lectures and class discussion	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use powerpoint in class. Upload and exchange educational material via eLearn.	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	Activity	Semester workload
	lectures	26
	studying the literature	49
	personal studying	50
Course total	125	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><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>Final exams based on open-ended questions. Students choose and answer four (4) out of eight (8) questions, evenly distributed between individual differences and social psychology topics.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Nolen-Hoeksema, S. Et al. (2014). *Atkinson and Hilgard's Introduction to Psychology* (16th Edition).

Shiraev, E.B. & Levy, D.A. (2017). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (6th Edition). Routledge.

Hogg, M.A., & Vaughan, G.M. (2017). *Social psychology* (8th Edition). Pearson.