



HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**



Joint Postgraduate Programme in
Social Neuroscience, Social Pedagogy
and Education

**Department of Pedagogy and Primary Education
School of Medicine, Department of Biology**

**Joint Postgraduate
Programme**

**Social Neuroscience, Social Pedagogy
and Education**

Studies Guide

Academic Year 2021-2022

Contents

Statement of Purpose for the Joint Postgraduate Programme	2
Semester 1 Modules.....	8
Introduction to Neurosciences and Social Neuroscience.....	9
Social Pedagogy.....	13
Educational and Social Research Methodology	19
Social Computing Applications in Education	26
Semester 2 Modules.....	32
Brain, Mind and Education	33
Teaching Methodology and Teaching Practice	39
Crisis Management, Decision Making and Problem Solving.....	44
Human Rights and Ethics in Education.....	49
Semester 3 Modules.....	52
Social Neuroscience and Education.....	53
Educational Instructional Design informed by Social Pedagogy and Social Neuroscience.....	57
Psychosocial Health and Education.....	66
Communication, Interpersonal Relations and Group Dynamics	70
Master's Thesis.....	75
1. Introduction	79
2. Types of Theses	79
2.1. Literature Review.....	79
2.2. Historical research.....	80
2.3. Empirical research.....	80
3. Stages of preparation of the thesis	81
3.1. Selection of Subject.....	81
3.2. Designation of a supervising professor	81
3.3. Submission of Research Memorandum	82
3.4. Agreement with the supervisor, posting in the e-classroom and final approval of the subject by the Steering Committee and the Special Interdepartmental Committee.....	83
3.5. Carrying out the research.....	83

3.6. Writing the thesis.	83
3.7. Completion of Thesis	90
3.8. Presentation/Support and Evaluation of work.....	90
GUIDE APPENDICES	93
Appendix I	93
Appendix II	98
Appendix III.....	99
Appendix IV.....	102
Appendix V	105
Appendix VI.....	131
Postgraduate Website and Email	135
Postgraduate Website	136
Postgraduate Email	138

Statement of Purpose for the Joint Postgraduate Programme

The postgraduate programme in Social Neuroscience, Social Pedagogy and Education aim in the interdisciplinary interconnection and application of Pedagogy and their relevant Neurosciences, with a focus on the interdisciplinary synergy of Social Pedagogy, Education and Social Neuroscience.

The global academic community supports, now more than ever, that the interdisciplinary approach is necessary to face the high complexity of our contemporary inflated issues. Globally, these past decades there is a constant and significantly increased interest in the neuroscience studies and the interdisciplinary application of certain neuroscientific results in the pedagogical thinking and the educational practice.

Below follows a brief reference to the postgraduate's interdisciplinary interconnected sciences and to its necessity and purpose.

A) Social Neuroscience

Social Neuroscience is an interdisciplinary academic field, focused on the research and understanding of the ways the biological systems express emotions, beliefs, and dispositions, interact, relate, behave and develop social processes and structures, as well as, the ways these emotions, beliefs, interactions, relationships, dispositions, behaviours, and social processes and structures affect the brain, the neural system, and generally the biological mechanisms, changing their structure and functionality throughout the human life (neuroplasticity).

Social Neuroscience differs from other Neurosciences due to its focus on the “social brain” and the emotions, relationships and behaviours that creates.

B) Social Pedagogy and Education

Social Pedagogy emerged in the 19th century to face mainly social and educational issues and dead ends. It has its roots in the ancient Greek philosophy of Socrates, Plato, Aristoteles, Democritus, and Plutarch. Over the – almost two centuries – scientific activity it has been linked with social justice, social responsibility, the attempt of personal and social wellbeing, the educational and social improvement and change, the social transformation, the democratic education, life-long

learning, and the dynamic and effective solving of complex and problematic situations.

The **“problem-oriented” approach** involves pedagogical practices, utilizing the interdisciplinary character of Social Pedagogy, the holistic – systematic approach, the personal and group responsibility, the constant critical personal and group reflection, the development of organised collective and collaborative preventive actions, programmes and interventions, the systematic interactive and transformative learning, through the research and action in the field where issues arise and the encouragement, the creativity and the innovative thinking of participants. All the above can be achieved through the functional coexistence and unity of theory and practice, the **socio-pedagogical ethos**, and the establishment of a socio-pedagogical culture.

Given these facts, Social Pedagogy contributed to the effective addressing of numerous socio-pedagogical issues and, ultimately, to the reformation of the education and social systems in Europe and the rest of the world.

Social Pedagogy acts as the functional mediator between the biopsychosocial human system and the social, cultural, political, economic, technological super-system that contains them. Its role is particularly important for the adaptation, survival, progression, development, improvement, and wellbeing of all individuals, throughout their lives.

This science goes through continuous progression, given that - since its creation - it has demonstrated strong reflexes in dealing with pedagogical and social problems, considering educational, social, psychological, cognitive, cultural, economic, political, technological, historical, and geographical parameters, which determine and shape its respective priorities and strategies.

Social Pedagogy redefines the space and time of education and its effectiveness is influenced, to a large extent, by the formation of a different "equilibrium" between the formal and the non-formal and informal education, especially with the widespread use of ICT.

Social Pedagogy sets the basis for all other pedagogical approaches and its role is particularly important for the adaptation, survival, progression, development,

improvement, and well-being of all individuals (Pedagogy, Andragogy, Geragogy, basic branches of Social Pedagogy).

Through the development of socio-pedagogical programs, interventions and actions with an interventional but mainly preventive role, it is sought to address a series of serious socio-pedagogical issues, such as: the violation of human rights, the reduced emotional and social skills, the lack of motivation and goals, the exclusion of children in and out of school, bullying at school, school dropout, child neglect, child abuse, psychosocial issues in the family, aggression, violence, victimization, prejudice, stereotyping, negative disposition to diversity, insufficient intercultural communication, marginalization and anti-social behaviour in general, delinquency, deficient education in correctional institutions, in psychiatric clinics and nursing clinics for chronic hospitalization, social exclusion, poverty that creates social disadvantage, the vulnerable social groups, digital disadvantage, digital addiction, etc.

Social Pedagogy, therefore, from its creation, was associated with efforts to solve important social and educational problems. In fact, to face the inherent complexity of these issues and to support the actions necessary for its active and effective intervention in solving the problems, it brings multiple sciences and scientific fields with which it develops "**interdisciplinary synergies**". This strong interdisciplinary (or transdisciplinary) character enables the use, application, redefinition and reconstruction of theories and methods that were developed in various scientific areas.

Social Pedagogy offers a particular theoretical and methodological way of thinking and, at a practical level, a set of organized pedagogical actions that seek to influence and change the social and educational mechanisms, mainly through intervention and prevention in the everyday life of people, which is nowadays shaped, from a continuous increase of uncertainty and insecurity. On this basis, it supports, in a permanent and systematic manner, efforts that promote the transformation and generation of new knowledge and enrich interdisciplinarity, its orientations, its methods and its fields of application, thus strengthening and expanding the social role of education as well as the educational potential of society.

Therefore, the interdisciplinary character of Social Pedagogy is part of its identity that offers the opportunity to enrich its theoretical and methodological index, as well as the research strategies it develops and the practices it implements for the problems it examines, helping it to acquire a deeper understanding of the aspects of these problems, as well as greater effectiveness in dealing with them.

C) Social Neuroscience, Social Pedagogy and Education: Strong interdisciplinary ties

Social Neuroscience and Social Pedagogy have strong interdisciplinary ties. The weight and priority that Social Pedagogy gives to the study of interactions, relationships, beliefs, attitudes, and behaviours are identical to the fundamental issues that Social Neuroscience examines, which are the emotions, interactions, relationships, and behaviours that the "social brain" express and develops. That means, **the main priorities of Social Pedagogy are fundamental dimensions of Social Neuroscience.**

In other words, the fundamental dimensions of Social Neuroscience are already embedded in Social Pedagogy and are key elements of its identity, which makes Social Pedagogy a science "familiar" and "ready" to develop interdisciplinary synergies with Social Neuroscience and "experienced" in harnessing these synergies in effectively dealing with socio-pedagogical issues and in improving and changing the educational and social conditions.

According to Jamie Ward (2017) in his book "The Student's Guide to Social Neuroscience" (Routledge), Social Neuroscience aims to build bridges between different levels the social behaviour explanations. In this sense, indicative chapter titles of this book are listed: Ch. 4: Emotion and Motivation, Ch. 5: Reading Faces and Bodies, Ch. 6: Understanding Others, Ch. 7: Interacting with Others, Ch. 8: Relationships, Ch. 9: Groups and identity, Ch. 10: Morality and Antisocial Behaviour.

Respectively, "The Oxford Handbook of Social Neuroscience" (Oxford University Press) edited by the two social neuroscientists, Jean Decety and John T. Cacioppo (2011), **highlights the connection between Social Neuroscience research results the key priorities of Social Pedagogy**, such as social behaviour and the social brain. A few chapters of this book are: the evolutionary basis of the social

brain (chap. 3), the neurobiology of social bonding and attachment (chap. 9), the social neuroscience of evaluative motivation (chap. 10), emotion, consciousness, and social behaviour (chap. 12), attitudes (chap. 13), emotion recognition (chap. 16), intersecting identities and expressions: the compound nature of social perception (chap. 26), person perception (chap. 27), impression formation: a focus on others' intents (ch. 28), the Neuroscience of Moral Cognition and Emotion (ch. 32), the mirror neuron system and social cognition (ch. 35), the Social Neuroscience of Empathy (ch. 37), altruism (ch. 38), Why Rejection Hurts: What Social Neuroscience Has Revealed About the Brain's Response to Social Rejection (ch. 39), the social regulation of emotion (ch. 41), group processes: social dominance (chap. 47), Mechanisms for the Regulation of Intergroup Responses: A Social Neuroscience Analysis (chap. 48), Perceived Social Isolation: Social Threat Vigilance and Its Implications for Health (chap. 50), social neuroscientific pathways linking social support with health (chap. 53), the cognitive neuroscience of strategic thinking (chap. 62), the social brain in adolescence and the potential impact of social neuroscience on education (ch. 65), the influence of video games on social, cognitive and affective information processing (ch. 66) and ethical, legal and societal issues in Social Neuroscience (ch. 67).

Louis Cozolino (2013) in his book "The Social Neuroscience of Education" (W. W. Norton & Company), in chapter 7 on bullying, using research results and outcomes from Social Neuroscience, highlights the need for an improvement and a change in the school culture, society and family, to reduce intra-school bullying, by implementing socio-pedagogical programmes at school that extend to society.

Evidently, Social Neuroscience is intertwined with Social Pedagogy and socio-pedagogical applications in various fields of education, healthcare, workplace, etc., throughout the lifespan.

Therefore, the interdisciplinary synergy of Social Neuroscience and Social Pedagogy and Education is necessary - but also innovative according to the contemporary international data - and extremely effective in providing high educational quality to a master's degree that seeks to respond to the multiparametric requirements and changing educational, pedagogical, social, and multicultural needs of the modern world.

The Objectives of the Interdepartmental postgraduate programme in "Social Neuroscience, Social Pedagogy and Education" are:

1) to study and research contemporary issues in the Sciences of Education, such as educational and socio-pedagogical cutting-edge issues, through the interdisciplinary application of the research results of Social Neuroscience.

2) to produce scientists specialised in Social Pedagogy and Social Neuroscience, so that the graduates, as social pedagogues, can:

- plan, organize and develop Socio-Pedagogical programmes and interventions in formal, non-formal and informal education throughout the lifespan,
- enrich the scientific research and the consequent promotion of scientific knowledge,

to effectively respond to the modern demands and needs of the educational, pedagogical, and societal systems, which result from the constant changes in today's world.

Semester 1 Modules

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y01	SEMESTER	1st (Core)
MODULE NAME	Introduction to Neurosciences and Social Neuroscience		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS		ECTS
	3		7,5
Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, specialisation in a scientific field.		
PREREQUISITES	No		
TEACHING AND ASSESSMENT LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU936/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.
- And Appendix B: A comprehensive guide in writing Learning Outcomes.

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- Describe the basic anatomy of the human nervous system and its functional subdivisions (central-peripheral, autonomic nervous system, somatic sensory and somatic motor)
- To explain the mechanism through which all the different stimuli are transformed into the "language" of the brain, into action dynamics.
- To value practices that support the health of the nervous system, as well as factors such as study and other activities that affect its structure through the plasticity that characterizes it.

- To describe the neurobiological basis of important functions, such as empathy, emotions, memory and learning, perception, and morality, as well as their potential in education.
- Recognize specific brain research topics (brain imaging and clinical examples, functional MRI and desmidography. Clinical examples focus on issues of perception, memory, learning, language, etc.

SKILLS

- To describe the anatomical organization of the nervous system and its subdivisions.
- Distinguish and explain the interactions between the different cells of the brain.
- To consider the electrical and chemical basis of neuronal function.
- To distinguish the way and mechanisms the sensory information is received.
- To distinguish the mechanisms of memory and learning as well as other higher functions of the brain
- To consider the diseases resulting from the irregularities in the physiological connection of the nervous system with other systems of the body.
- Explain the relationship between the nervous system and behaviour.
- To consider the connection between social interactions and brain growth and development.
- Describe, distinguish, and explain the concept of brain plasticity.

ABILITIES

- To generalize the modern understanding that all human behaviours are controlled by the nervous system and events.
- To advocate the brain's plasticity and how education and every other activity alters the brain.
- To understand that education addresses the brain.
- To develop work skills based on interdisciplinary and multicultural environments.
- To support and respect diversity and multiculturalism.
- To demonstrate social, professional, and ethical responsibility and empathy to gender issues.
- To adapt dynamically to new situations.
- To demonstrate critical thinking and reflection.
- To support free, creative, and inductive thinking.
- Generate, compare, and evaluate new research ideas.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

(3)MODULE SYLLABUS

- Cells of the Nervous System-Membrane Dynamics and Stimulation.
- Action dynamics and synaptic transmission.

- Structure of the Nervous System.
- General Senses.
- Specific senses-Hearing.
- Specific Senses-Vision.
- Visual perception.
- Anatomical and functional brain organisation, identification of functions, ontogeny, and phylogeny.
- Special Issues in Brain Research (Part A).
- Brain imaging and clinical examples.
- Functional magnetic resonance imaging and desmidography.
- (Clinical examples would include studies of hemispheric specialization, perception, memory, learning, language, etc.).
- Special Topics in Brain Research (Part B).
- Brain imaging and clinical examples.
- Functional magnetic resonance imaging and desmidography.
- (Clinical examples focus on studies of hemispheric specialization, perception, memory, learning, language, etc.).
- Movement Control - Autonomic Nervous System.
- Neural circuits.
- Higher Functions of the Nervous System.
- Brain plasticity.
- The role of social organization and the size of social groups in the brain growth and development.
- Behaviour control by the nervous system.

(4)LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	The teaching method is face-to-face.
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: Lectures supported by multimedia presentations (PowerPoint presentations, images, videos, animations etc.) and extended student conversation. Student Communication: The learning process is supported by the two-way communication through the e-Class learning platform (announcements, information, messages, files, assignments, student groups, etc.).

<p>TEACHING PLANNER</p> <p><i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Activities	Semester Study Workload
	Lectures and Presentations in person.	36 hours (1,20 ECTS)
	Study Bibliography.	81 hours (2,70 ECTS)
	Self-study – familiarisation with the scientific area of the module.	66 hours (2,20 ECTS)
	Assessment Preparation.	39 hours (1,30 ECTS)
	Written Exams.	3 hours (0,10ECTS)
	Total Study	225 hours (7,5 ECTS)
	(30 hours of study per ECTS)	
<p>ASSESSMENT</p> <p><i>Assessment Process Description:</i> <i>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>Written Summative Exam that includes:</p> <ul style="list-style-type: none"> • Essay Questions • Multiple-choice Questions 	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Berne, R. M. and Levy, M. N. (1999). <i>Αρχές Φυσιολογίας</i>. (2η έκδοση). Επιμέλεια Ελληνικής Έκδοσης Ηλίας Κούβελας. Πανεπιστημιακές Εκδόσεις Κρήτης. • Frederic H. Martini (2001). <i>Fundamentals of Anatomy and Physiology</i>. (Fifth edition). Published by Prentice-Hall, Inc. • Koester, J. & Steven Siegelbaum (2018). <i>Νευροεπιστήμη και Συμπεριφορά</i>. Επιμέλεια Ελληνικής Έκδοσης: Καραμανλίδης, Α. Πανεπιστημιακές Εκδόσεις Κρήτης. • Tortora GJ and Grabowski SR (2000). <i>Principles of Anatomy and Physiology</i>. (9th Edition). Published by John Wiley and Sons. • Vander A., Sherman J., and Luciano D., (2001). <i>Φυσιολογία του Ανθρώπου</i>. (8η έκδοση). Published by McGraw-Hill. Επιμέλεια Ελληνικής Έκδοσης: Ν. Γελαδάς και Μ. Τσακόπουλος Ιατρικές εκδόσεις Π.Χ. Πασχαλίδης • Zigmond MJ., Bloom FE., Landis SC., Roberts JL., Squire LR., (1999). <i>Fundamental Neuroscience</i>, Academic Press

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION

DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y010	SEMESTER	1 st (Core)
MODULE NAME	Social Pedagogy		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
Lectures	3	7,5	
Workshops and Seminars	2		
Internship	(Spread out across semesters)		
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	General background and specialisation in a scientific field. Skill development		
PREREQUISITES	No		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU933/		

(2) LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.</i> • <i>Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.</i> • <i>And Appendix B: A comprehensive guide in writing Learning Outcomes.</i>
<p>After the successful completion of the module, the students will be trained in the following:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • To know and understand experientially the fundamental theoretical, epistemological, and methodological dimensions of Social Pedagogy. • To consider the importance of interaction of all cognitive, emotional, social, and cultural factors in the development and effectiveness of socio-pedagogical and educational methods. • To know and apply methods and techniques to be able to create appropriate learning experiences to improve the teaching and learning process, the relationship development and social learning, in the fields of formal, non-formal and informal education across the lifespan. <p>SKILLS</p> <ul style="list-style-type: none"> • To develop the methodological skills and practices of socio-pedagogical research (design, conduct, evaluation), for the understanding, interpretation, prevention, and effective treatment of educational and socio-pedagogical issues in various fields of education and social action.

- To utilize their expert knowledge of the epistemological and methodological models of Social Pedagogy, in order to design and implement socio-pedagogical interventions and programmes.
- To apply and creatively develop the fundamental dimensions of Social Pedagogy, in order to support and promote the socio-pedagogical role of the modern school.

ABILITIES

- To apply the modern concepts and innovative practices of Social Pedagogy, in order to solve different socio-pedagogical issues in different fields of application.
- To make use of the socio-pedagogical expert skills they acquired, seeking to establish, consolidate, strengthen, and utilise a system of values, principles and beliefs of a "socio-pedagogical ethos", which will be reflected in behavioural patterns of the participants and lead to a "systemic transformation" of the ethos and general culture of all involved systems (e.g., school, family, community) in the socio-pedagogical interventions they attempt.
- To exploit the multiple opportunities of the role of Social Pedagogy in the development of social and educational policies.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

General skills that the module aims the students to acquire:

- Generating new research ideas.
- Teamwork and collaboration.
- Decision making, crisis management and problem solving.
- Design - develop and implement socio-pedagogical research.
- Methodical treatment and prevention of socio-pedagogical problems.
- Development of targeted socio-pedagogical activities and applications in different environments with different conditions and needs.
- Practise self-evaluation, critical thinking and reflection for the evaluation and redesign of socio-pedagogical interventions.
- Promotion and use of free, creative, and ground-breaking thinking.
- Work in an interdisciplinary environment.
- Work in an international environment.

(3)MODULE SYLLABUS

The purpose of the course is for the students to become capable of utilizing the theoretical, epistemological, methodological dimensions and applications of the versatile interdisciplinary field of Social Pedagogy and to highlight and utilize the multiple socio-pedagogical opportunities for the prevention and treatment of socio-pedagogical problems in the fields of formal, non-formal and informal education and throughout the lifespan.

The course offers theoretical and practical training, highlighting the unity of theory and practice in Social Pedagogy and following the principles of cooperative-experiential learning, with the following indicative content axes:

- Fundamental values, principles, stances, priorities, and considerations of Social Pedagogy.
- The spectrum, the multidimensional scope, and the multiple roles of Social Pedagogy.
- Social Pedagogy as an interdisciplinary field: Emergence and opportunities in exploiting interdisciplinary synergies.
- Epistemological approach and special issues in the research methodology of Social Pedagogy.
- Methodological practices in Social Pedagogy.
- Design, conduct, opportunities, and perspectives of socio-pedagogical research.
- The versatile socio-pedagogical role of school.
- The teacher as a social pedagogue.
- Important contemporary socio-pedagogical issues that either manifest in the school classroom, the school community, or outside of it: Their prevention and treatment.
- Design, development, implementation and evaluation of socio-pedagogical interventions and programmes at school (formal education) and in non-formal and informal educational setups.
- Pedagogy, "Andragogy" and "Geragogy" as interacting branches of Social Pedagogy.
- The use of creativity and different forms of Art in Social Pedagogy.
- Case studies, research examples and experiential groupwork (in every lecture).
- The ability of Social Pedagogy to respond to contemporary challenges and changing needs, its role in improving and changing the educational and social conditions and in the production of educational and social policies.

The course includes workshops, seminars, and internship.

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc..</i>	The teaching method is face-to-face.
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: Interactive teaching, Lectures - presentations (PowerPoint, video, films, art, etc.), extensive use of ICT (through various forms). Interactive and experiential learning, through the approach of socio-pedagogical issues. Student Communication: Support the learning process and two-way communication with: Office hours and, Through the e-Class learning platform (announcements, information, messages, files, assignments, student groups, etc.).

<p>TEACHING PLANNER</p> <p><i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Activities	Semester Study Workload
	Interactive lecture in person	36 hours (1,20 ECTS)
	Experiential workshops and seminars.	36 hours (1,20 ECTS)
	Weekly dairy	12 hours (0,40 ECTS)
	Study of Socio-pedagogical programmes and activities. Design interventions to solve socio-pedagogical problems.	27 hours (0,90 ECTS)
	Other coursework	30 hours (1,00 ECTS)
	Study and analysis of specific bibliography.	24 hours (0,80 ECTS)
	Summative essay.	60 hours (2,00 ECTS)
	Total Study	225 hours (7,50 ECTS)
	(30 hours of study per ECTS)	
<p>ASSESSMENT</p> <p><i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>Throughout the module, students prepare a portfolio, which includes:</p> <ul style="list-style-type: none"> • Worksheet to check the understanding and consolidation of the lesson, during the interactive teaching. • Weekly kept reflective diary. • Study and presentation of an academic article. • Weekly (individual) assignments. • Design, development, and presentation of socio-pedagogical interventions to solve or prevent problems. • Groupwork. • Development of socio-pedagogical material for field application. • Final essay (individually): Design and development a socio-pedagogical programme. 	

(5) RECOMMENDED BIBLIOGRAPHY

Greek:

Καναβάκης, Μ. (2002). *Κοινωνική Παιδαγωγική: περιεχόμενο και ιστορική εξέλιξη*. Αθήνα: Εκδόσεις Παπαζήση.

Κουκουνάρας Λιάγκης, Μ. (2019). Η συμβολή της Κοινωνικής Παιδαγωγικής και της Θρησκευτικής Εκπαίδευσης στη διαχείριση των σύγχρονων συνθηκών της παγκοσμιοποίησης, της μετακίνησης πληθυσμών και της πολυπολιτισμικότητας. Μεταδιδακτορική Έρευνα. Αθήνα: ΕΚΠΑ, ΠΤΔΕ.

- Κουκουνάρας Λιάγκης, Μ. & Μυλωνάκου - Κεκέ, Η. (2020). Η διεπιστημονική συνέργεια της Θρησκευτικής Εκπαίδευσης (εκπαίδευση και έρευνα) και της Κοινωνικής Παιδαγωγικής για την ανάπτυξη ενός πεδίου έρευνας και θεωρίας. *Νέα Παιδεία*, 175, 23-41.
- Μυλωνάκου - Κεκέ, Η. (2003). *Ζητήματα Κοινωνικής Παιδαγωγικής*. Αθήνα: Ατραπός.
- Μυλωνάκου - Κεκέ, Η. (2019). *Σχολείο, Οικογένεια και Κοινότητα: Συνεργασία, Ενδυνάμωση και Ανάπτυξη*. Αθήνα: Εκδόσεις Αρμός.
- Μυλωνάκου - Κεκέ, Η. (2021). *Κοινωνική Παιδαγωγική. Θεωρία και Πράξη*. Αθήνα: Εκδόσεις Παπαζήση.
- Πανταζής, Β. (2011). *Ανθρώπινα Δικαιώματα: Δικαιώματα του παιδιού και εκπαίδευση*. Αθήνα: Διάδραση.
- Πυργιωτάκης, Ι. (2001). *Εκπαίδευση και κοινωνία στην Ελλάδα: Οι διαλεκτικές σχέσεις και οι αδιάλλακτες συγκρούσεις*. Αθήνα: Ελληνικά Γράμματα.
- Στεφανίδης, Γ. (2021). *Κοινωνική Παιδαγωγική και Ενδυνάμωση της σχολικής κοινότητας με την αξιοποίηση της διερευνητικής μάθησης και την υποστήριξη των Τεχνολογιών Πληροφορίας και Επικοινωνιών (Τ.Π.Ε.)*. Διδακτορική Διατριβή. Αθήνα: Ε.Κ.Π.Α.
- Χρηστάκης, Ν. Α. (2019). *Προσχέδιο. Οι εξελικτικές ρίζες μίας καλής κοινωνίας*. Αθήνα: Κάτοπτρο.

Foreign:

- Adams, M., Bell, L.-A. & Griffin P. (Eds.) (2007). *Teaching for Diversity and Social Justice*. New York & Oxon: Routledge, Taylor & Francis Group.
- Atweh, B., Kemmis, S. & Weeks P. (Eds.) (1998). *Action research in practice: Partnerships for Social Justice in Education*. London & New York: Routledge, Taylor & Francis Group.
- Banathy, B. H. (1996). *Designing Social Systems in a Changing World: A Journey Toward a Creating Society*. New York: Plenum Press.
- Batsleer J. (2013). Youth Work, Social Education, Democratic Practice and the challenge of difference: A contribution to debate. *Oxford Review of Education* 39 (3), 287-306
- Buchkremer, H. (2009). *Handbuch Sozialpädagogik: Ein Leitfaden in der sozialen Arbeit*. Darmstadt: WBG Wissenschaftliche Buchgesellschaft.
- Burns, D. (2007). *Systemic Action Research - A Strategy for Whole Systems Change*. Bristol: Policy Press.
- Cameron, C. & Moss, P. (2011). *Social Pedagogy and Working with Children and Young People: Where Care and Education Meet*. London and Philadelphia: Jessica Kingsley Publishers.
- Davies, R. & Dart, J. (2005). *The "Most Significant Change" (MSC) Technique*. United Kingdom & Australia: Authors. Available online:
- Denning, S. (2011). *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Abingdon, Oxon & New York: Routledge, Taylor & Francis Group.
- Department for Education and Skills. (2004). *Every child matters: Change for children in schools*. London: Department for Education and Skills.
- Department for Education and Skills. (2007). *Care Matters: Time for Change*. London: Department for Education and Skills.
- Dweck, C. (2016). What having a "growth mindset" actually means. *Harvard Business Review*, 13, 213-226.
- Eichsteller, G. & Bradt, L. (Eds.) (2019). *Social Pedagogy as a Meaningful Perspective for Education and Social Care*. Beaumaris: ThemPra Social Pedagogy.

- Eichsteller, G. & Holthoff, S. (2009). *The Social Pedagogy Tree*. Available online: http://www.thempra.org.uk/concepts_tree.htm
- Eichsteller, G. & Holthoff, S. (2012). The Art of Being a Social Pedagogue: Developing Cultural Change in Children's Homes in Essex. *International Journal of Social Pedagogy*, 1(1) pp. 30-45.
- Hämäläinen, J. (2012). Social Pedagogical Eyes in the Midst of Diverse Understandings. *International Journal of Social Pedagogy*, 1(1), 3-16.
- Hidalgo, À. J. & Úcar, X. (2020). Social Pedagogy in the world today: An analysis of the academic, training and professional perspectives. *British Journal of Social Work*, 50, 701-721.
- Kekes, I. & Mylonakou, I. (2006). Syneducational Transactions among Students, Parents, Educators and Policy Makers: The Transdisciplinary Program SYNTHESIS. *Interactive Learning Environments*. Vol. 14, No 1, pp. 35-54. London & New York: Routledge, Taylor & Francis Group.
- Kornbeck, J. & Rosendal Jensen, N. (Eds.) (2011). *Social Pedagogy for the Entire Lifespan*. Volume I. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Kornbeck, J. & Rosendal Jensen, N. (Eds.) (2012). *Social Pedagogy for the Entire Lifespan*. Volume II. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Kyriacou, C., Mylonakou - Keke, I. & Stephens, P. (2016). *Social Pedagogy and bullying in schools: The views of University Students in England, Greece and Norway*. *British Educational Research Journal*, 42(4), 631-645.
- Mylonakou - Keke, I. (2009a). Socio - Pedagogical Dimensions of Diversity through Teaching Approaches. Proceedings of 7th International Conference of the European Research Network About Parents in Education (ERNAPE): *Diversity in Education*. Luleå University of Technology, Umeå University, Malmö University. Sweden (ISBN:978-91-86238-82-2). Available at: <http://www.pedag.umu.se/projekt/nornape/proceedings-table-of-contents/>
- Mylonakou - Keke, I. (2009b). The Operation of Syneducational Research Communities. Proceedings of *International Conference of Education, Research and Innovation (ICERI)*. Madrid: International Association of Technology, Education and Development (IATED) Publishes (ISBN:978-84-613-2955-7) pp. 1898-1909.
- Mylonakou - Keke, I. (2012). Social and emotional education through sociopedagogical practices. *Procedia - Social and Behavioural Sciences*. Vol. 69, Elsevier p.p 169-176.
- Mylonakou - Keke, I. (2015a). 1844 - 2014: 170 years of Social Pedagogy. Can economic crisis highlight the potential of Social Pedagogy? *International Journal of Social Pedagogy*, 4 (1), 2-23.
- Mylonakou - Keke, I. (2015b). The emergence of "Syn-epistemic Wholeness" from Dialectic Synergy of disciplines: A Transdisciplinary Social Pedagogic Model. *Creative Education*, 6 (17), 1890-1907.
- Mylonakou - Keke, I. (2015c). Social Pedagogy and School Community. Preventing bullying in schools and dealing with diversity: Two sides of the same coin. *International Journal of Social Pedagogy*, 4 (1), 65-84.
- Mylonakou - Keke, I. (2018). A Social Pedagogical Intervention Model (Spim4Rest): A Human Rights Education Model for Refugee Children and Families. In: Giotsa, A. Z. (Ed.) *Human Rights in a Changing World: Research and Applied Approaches*, pp.121-138. New York: Nova Science Publishers.
- Olweus, D. (2004). The Olweus bullying prevention program: Design and implementation issues and a new national initiative in Norway. In: P. K. Smith, D. Pepler, & K. Rigby

- (Eds.) *Bullying in schools. How successful can interventions be?* pp. 13-36. Cambridge, UK: Cambridge University Press.
- Papa, R. (Ed.) (2020). *Handbook on Promoting Social Justice in Education*. Springer International Publishing.
- Petrie, P. (2011). *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*. London and Philadelphia: Jessica Kingsley Publishers.
- Petrie P. (2015). Social Justice and Social Pedagogy. In: Cooper C., Gormally S. & Hughes G. (Eds.) *Socially Just, Radical Alternatives for Education and Youth Work Practice: Re-Imagining Ways of Working with Young People*, 85-106. London: Palgrave Macmillan.
- Petrie, P. (2020). Taking Social Pedagogy forward: Its fit with official UK statements on promoting wellbeing. *International Journal of Social Pedagogy*, 9(1), 1-13.
- Schugurensky, D. (2014). Social Pedagogy and Critical Theory: A Conversation with Hans Thiersch. *International Journal of Social Pedagogy*, 3(1), 4-14.
- Senge, P. M. (2006). *The Fifth Discipline. The Art & Practice of the Learning Organization*. London: Random House Business Books.
- Smith, M. (2012). Social Pedagogy from a Scottish Perspective. *International Journal of Social Pedagogy*, 1(1), 46-55.
- Stephens, P. (2013). *Social Pedagogy: Heart and Head*. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Úcar, X. (2021). Social Pedagogy, Social Education and Social Work in Spain: Convergent paths. *International Journal of Social Pedagogy, Special Issue on The Relation of Social Pedagogy and Social Work*, 10(1): 1-17.

Relevant Academic Journals:

- International Journal of Social Pedagogy
- European Journal of Social Education
- Journal of Human Rights
- Journal of Human Rights and Social Work
- The Journal of Child and Youth Care
- Journal of Social Care
- British Educational Research Journal

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y03	SEMESTER	1st (Core)
MODULE NAME	Educational and Social Research Methodology		

INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS
	3	7,5
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>		
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, Skills Development	
PREREQUISITES	No	
TEACHING AND ASSESSMENT LANGUAGE	Greek	
IS THE MODULE AVAILABLE TO ERASMUS	No	
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU956/	

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.*
- *And Appendix B: A comprehensive guide in writing Learning Outcomes.*

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- To recognize the nature and types of research.
- Distinguish the types of resources available for all types of research.
- To identify the scientifically valid references and cite them.
- To articulate research questions and research hypotheses.
- Describe research models and methods.
- To identify all sampling options based on each research methodology.
- To choose ways of collecting and analysing data to answer the research questions- research hypotheses based on the research methodology.
- Describe the basic techniques of descriptive and inductive statistics.
- Recognize all types of plagiarism.

SKILLS

- To design research.
- To choose the appropriate methodology, sampling, and methods.
- To analyse the data of a research that follows quantitative or qualitative or mixed methodology.
- To develop the conclusions of their research clearly and concisely, as well as the new knowledge resulting from it, targeting both specialized and general public audiences.

- To identify the necessity and importance of a research.
- To consider the limitations of a research and the risks in carrying it out.
- Estimate the time required for each research stage to successfully complete research.
- To evaluate methodology, methods, analysis, results, and conclusions of another research.
- Make decisions based on their research into socio-epistemological issues.

ABILITIES

- To produce research hypotheses.
- To promote research to improve the living conditions of everyone, especially vulnerable groups.
- To avoid plagiarism.
- To respect the ethical conduct of social and educational research.
- To defend the rights of participants in research, but also of those who refuse to participate.
- To study independently and autonomously by controlling their personal learning processes.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Search, analyse, and synthesize data and information, using the necessary technologies and methods.
- Adaptation to new situations.
- Decision making.
- Independent work.
- Teamwork.
- Work in an international environment.
- Work in an interdisciplinary environment.
- Generating new research ideas, project planning and management.
- Practise critical thinking and reflection.
- Promotion of free, creative, and inductive thinking.
- Problem Solving.
- Creative thinking.
- Crisis management.
- Analytical thinking.

(3)MODULE SYLLABUS

The aim of the module is to acquaint students with the basic principles of scientific research methodology, its design, planning, and conduct, and the different research methods within the framework of the quantitative and qualitative approach, with an emphasis on educational and social

research. Specifically, within the class, the stages and ethical issues of scientific research are developed and analysed. The process of defining and formulating the research problem of the study (hypotheses, variables, questions), the sampling methods, the search and writing of the literature and the structure of the study are presented. Different research examples of quantitative, qualitative, and mixed research are analysed (positivist, interpretive, experiment and quasi-experiment, case study, action research, grounded theory), research methods and techniques of data collection and analysis a) qualitative research (interview, observation, focus groups, alternative methods, content analysis, thematic analysis) and b) quantitative research (questionnaire, descriptive and inductive statistics). Basic principles of statistics and the use of modern statistical tools-software in research, as well as qualitative data processing tools-software are presented.

Through the teaching, exercises, experiential activities, and the study of the scientific material, written and multimodal, that is available in the e-class, students approach the basic elements of research, quantitative, qualitative, and mixed research, and their tools, with an emphasis on the social sciences and especially on the educational sciences.

In particular, the following thematic units are included, during which the students attend live lectures with presentations and activities, then follow specially designed learning paths in the e-class with material that reframes what they have approached empirically in the three-hour teaching.

- 1) The nature of research/philosophy and contemporary approaches/examples in social and educational research (postpositivism, constructivism, feminism, transformation, pragmatism) /terminology (hypothesis, reliability and validity, variables, etc.). The specificity of social and educational reality as a research phenomenon.
- 2) Research design and research proposal (problem, purpose, questions, hypotheses, necessity, significance, sampling/purposeful or theory, timing, validity and reliability, submission of proposal/memorandum). Internship in submitting a proposal in social / educational research.
- 3) General theory of quantitative and qualitative research methods (Overview, Case study, Quasi-experiment, action research, ethnography, grounded theory study, historical research, narrative life study, etc.)
- 4) Research methods and techniques used by socio-pedagogical research. Mixed (combination of quantitative and qualitative research), comparative research, case study, active research (action research), participatory research, transformative research, research through the most significant change technique, etc.)
- 5) Strategies and tactics for data collection (observation and evaluation, reports, interview, questionnaire, alternative techniques/role play, forum theatre). Internship in data collection techniques.
- 6) Design of social and educational research (stages of design, selection of topics, determination of research object, investigation of sources, selection of research strategy and research tool, method of data processing, etc.).

7) Questionnaire and interview technique (structured and semi-structured).

8) Quantitative and qualitative research data analysis (SPSS, NVivo, ATLAS.ti, Transana, AQUAD, MAXQDA etc. thematic analysis, content, and discourse analysis). Basic principles of statistics and the use of modern statistical tools in research, as well as qualitative data processing tools.

9) Ethical issues in social and educational research (consent, objectivity, bias/impartiality, dilemmas, cultural issues, limitations). Internship in research ethics on sensitive social issues.

10) Research writing and publication of results (structure, summary, references, bibliography-APA, etc., literature references/search for references, writing a scientific article, peer review, publication, selection of a scientific journal, impact factor, open access journals). Students practice writing a research paper, how to write bibliographic references, notes - footnotes, quotations, and reports.

It is intended that, upon completion of the module, they will be able to plan and organize mainly socio-pedagogical research and utilize the different methodological approaches to understand, interpret and effectively deal with socio-pedagogical issues in education. Therefore, they develop a research idea and a research proposal explaining the importance and necessity of the research. They submit their proposal for feedback on their methodology, their knowledge on the literature review, the formation of questions-hypotheses, the collection and analysis of data, the sampling, the selection of appropriate and reliable research tools and the design in real time to determine their adequacy in designing research.

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	Face-to-face
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: Interactive teaching, Lectures - presentations (PowerPoint, video, films, art, etc.) Specially designed learning paths in the e-class environment with material that reframes what was empirically approached over the three hours lecture. Intermediate small-scale exercises related to the issues taught on the e-class. Knowledge and use of the statistical analysis software SPSS. Student Communication: Through the e-Class learning platform (announcements, information, messages, files, assignments, student groups, etc.). Assignment upload and feedback through the e-class.

<p>TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Activities	Semester Study Workload
	Lectures and Presentations in person.	36 hours (1,20 ECTS)
	Seminars – Workshops.	12 hours (0,40 ECTS)
	Study and analysis of specific written and multimodal resources.	90 (3,00 ECTS)
	Individual practice analysing and reviewing scientific resources.	27 (0,9 ECTS)
	Summative Essay.	60 hours (2,00 ECTS)
	Total Study	225 hours (7,5 ECTS)
	(30 hours of study per ECTS)	
<p>ASSESSMENT <i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The final mark includes:</p> <ul style="list-style-type: none"> • One summative essay (research design and formation of the research proposal) 	

(5) RECOMMENDED BIBLIOGRAPHY

Indicative bibliography:

Robson, C. (2007). Η έρευνα του πραγματικού κόσμου. Αθήνα: Gutenberg.

Creswell, W.J. (2011). Η Έρευνα στην Εκπαίδευση. Σχεδιασμός, Διεξαγωγή και Αξιολόγηση της Ποσοτικής και Ποιοτικής Έρευνας. Μετ. Κουβαράκου, Ν., Επιμ. Χ. Τζορμπατζούδης. Αθήνα: ΙΩΝ.

Bell, j. (1999). Μεθοδολογικός σχεδιασμός παιδαγωγικής και κοινωνικής έρευνας. Αθήνα: Gutenberg.

Optional Bibliography (This is an indicative bibliography which deals with more specific - mostly - aspects of the research methodology. It is not mandatory for students to refer to this bibliography, except for those who wish to study more for the needs of this module as well as for the needs of other modules or for the preparation of their postgraduate essays or the dissertation).

- Anderson G. (1990). *Fundamentals of Educational Research*. Bristol: Falmer Press.
- Bailey K. (1978). *Methods of Social Research*. London: Collier - McMillan.
- Bardin L. (1977). *L' analyse de contenu*. Paris: PUF.
- Belson W.A. (1986). *Validity in Survey research*. Aldershot: Gower.
- Berelson B. (1971). *Content Analysis in Communication Research*. New York: Hafner.
- Cohen L. & Manion L. (20004). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο.
- Curley K. (1990). Content Analysis. In: Asher E. *The Encyclopedia of Language and Linguistics*. Edinburgh: Pergamon Press.
- Davidson J. (1970). *Outdoor Recreation Surveys: The Design and the Use of Questionnaires for Site Surveys*. London: Countryside Commission.
- De Sola Pool I. (1959). *Trends in Content Analysis*. Urbana: University of Illinois Press.
- DeLandsheere G. (1996). *Η εμπειρική έρευνα στην εκπαίδευση*. Αθήνα: τυπωθήτω - Γ. Δαρδανός.
- Denzin N. (1970). *The Research Act in Sociology: A Theoretical Introduction to Sociological Method*. London: Butterworth.
- DeVaus D. (1986). *Surveys in Social Research*. Boston: Allen & Unwin.
- Downs C., Smeyak G. & Martin E. (1980). *Professional Interviewing*. New York: Harper & Row.
- Fraise P. & Piaget J. (1970). *Traite de Psychologie Experimentale*. Paris: PUF.
- Gall M., Borg W. & Gall J. (19965). *Educational Research. An Introduction*. New York: Longman.
- Grawitz M. (1981). *Methods des sciences sociales*. Paris: Dalloz.
- Hitchcock G. & Hughes D. (1992). *Research and the Teacher*. New York: Routledge.
- Hoinville G. & Jowell R. (1978). *Survey Research Practice*. London: Heinemann.
- Howard K. & Sharp J.A. (1996). *Η επιστημονική μελέτη*. Αθήνα: Gutenberg
- Javeau J. (1996). *Η έρευνα με ερωτηματολόγιο*. Αθήνα: τυπωθήτω - Γ. Δαρδανός.
- Kerlinger F. (1970). *Foundations of Behavioral Research*. New York: Holt, Rinehart & Winston.
- Koen, L & Manion, L. (2007). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο
- Krippendorff K. (1980). *Content Analysis: An introduction to its Methodology*. London: Sage.
- Labaw P. (1980). *Advanced Questionnaire Design*. Cambridge: Abt.
- Lasswell H.D. & Leites W. (1965). *The Language of Politics: Studies in Quantitative Semantics*. New York: MIT Press.
- Lasswell H.D. Merner O. & De S. Pool I. (1952). *The comparative study of symbols*. Stanford: Stanford University Press
- LeCompte M., Millroy W. & Preissle J. (Eds) (1992). *The Handbook of Qualitative Research in Education*. San Diego: Academic Press.
- Lin N. (1976). *Foundations of Social Research*. New York: McGraw Hill.
- Lofland J. (1971). *Analyzing Social Settings*. New York: Wadsworth.
- Merton R. & Kendall P. (1946). The focused interview. *American Journal of Sociology*, 51, 541-557.
- Miles M. & Huberman A. (1994). *Qualitative Data Analysis*. Thousand Oaks: Sage.
- Moscovici S. (1970). *La psychanalyse, son image et son public*. Paris: PUF.

- Moser C. & Kalton G. (1977). Survey Methods in Social Investigation. London: Heinemann.
- Mouly G. (1978). Educational Research: The Art and Science of Investigation. Boston: Allyn and Bacon.
- Mucchieli R. (1988). L' analyse de contenu des documents et des communications. Paris: Les Editions ESF.
- Mucchielli L. (1968). Le questionnaire dans l' enquete psychosociale. Paris: Libraires Techniques - Ed. Sociales Francaises.
- Selltiz C. Wrightsman L. & Cook S. (1976). Research Methods in Social Relations. New York: Holt, Rinehart & Winston.
- Smith C. (Ed) (1992). Motivation and Personality: Handbook of Thematic Content Analysis. New York: Cambridge University Press.
- Smith H. (1975). Strategies of Social Research: The Methodological Imagination. London: Prentice Hall.
- Sudan S. & Bradburn N. (1982). Asking Questions. San Francisco: Jossey - Bass.
- Tuckman B. (1972). Conducting Educational Research. New York: Harcourt Brace.
- Unrug M. C. (1974). Analyse de contenu et acte de la parole. Paris: Editions Universitaires.
- Veron E. (1981). La construction des evenements. Paris: Les Editions de Minuit.
- Weber R. (21990). Basic Content Analysis. Thousand Oaks: Sage.
- Κολύβα - Μαχαίρα Φ. & Μπόρα - Σέντα Ε. (1995). Στατιστική. Θεσσαλονίκη: Ζήτη.
- Μπέλλας Θ. (1998). Δομή και γραφή της επιστημονικής εργασίας. Αθήνα: Ελληνικά Γράμματα.
- Σταυρινός Β. (1998). Στατιστική για τις επιστήμες της Υγείας. Αθήνα: Gutenberg.
- Παπαγεωργίου Γ. Μέθοδοι στην κοινωνιολογική έρευνα. Αθήνα: τυπωθήτω - Γ. Δαρδανός.
- Τσάντας Ν. Μωυσιάδης Χ. Μπαγιάτης Ν. & Χατζηπαντελής Θ. (1999). Ανάλυση δεδομένων με τη βοήθεια στατιστικών πακέτων. Θεσσαλονίκη: Ζήτη.

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y04	SEMESTER	1st (Core)
MODULE NAME	Social Computing Applications in Education		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS		ECTS
	3		7,5
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			

MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, general knowledge, skill development.
PREREQUISITES	No
TEACHING AND EXAM LANGUAGE	Greek
IS THE MODULE AVAILABLE TO ERASMUS	No
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU934/

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.*
- *And Appendix B: A comprehensive guide in writing Learning Outcomes.*

The purpose of the module is to study the relationship between society and Information and Communication Technologies (ICT), as well as educational and social phenomena with the support and utilization of ITC.

By completing the module, students will be able to:

- Evaluate the dynamic relationship between society and Information and Communication Technologies (ICT), as well as social phenomena with the support and utilization of ITC.
- Create, evaluate, propose, and compare digital environments for teaching and learning for all learners to develop metacognition, critical scientific literacy and at the same time ensure conditions of inclusion.
- Design socio-cognitive learning environments and create conditions for the development of collaboration and self-regulation of their trainees.
- Design and evaluate environments for the development of the dynamics of social relations created through the mediation of digital systems (e.g., digital, or ad-hoc communities, social networks, etc.), as well as their effects on personal, collective, organizational, institutional, and social level.
- Explain and consider modern theories of literacy, relationships, groups, ICT.
- Use digital tools to personalise or differentiate their teaching in relation to the particular needs of the learners.
- Select and evaluate the potential of ICT applications and tools to support the socio-pedagogical function of groups, agencies, and institutions (e.g., the school community, vulnerable social groups, children, and adults, etc.).
- Identify, in the digital tools, elements, omissions or distortions of the design principles of the teaching and learning environments of the written work that derive from the theoretical approaches of social informatics.
- Create and review conditions and learning environments of critical, scientific, digital literacy.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Development of critical, digital, scientific literacy.
- Adaptation to new situations.
- Independent work.
- Teamwork.
- Search, analysis and synthesis of data and information, using the necessary technologies.
- Project planning and management.
- Consider diversity and multiculturalism.
- Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues.
- Practise critical thinking and reflection.
- Promotion of free, creative, critical, and inductive thinking.
- Development of critical, digital, scientific literacy.
- Work in an international environment.
- Work in an interdisciplinary environment.
- Generating new research ideas.
- Project completion.

(3)MODULE SYLLABUS

- Contemporary learning theories and digital formal and informal learning environments.
- Socio-pedagogical issues through Social Informatics.
- Social phenomena and utilization of ICT.
- Social networks and ICT.
- Social Identity, Social Relations, Social Groups Obedience - Influence, Social Relations, Propaganda, Persuasion, and ICT.
- Safety - damage – internet.
- Learning communities, collaborative learning, and ICT.
- Digital, critical, scientific, school literacy, and ICT.
- Web 2.0 applications - digital - critical reading and co-creation, knowledge sharing and interactive environments.
- Mobile learning, wearable technologies, and development of educational applications.
- Immersive technologies (virtual, augmented, and mixed reality) and their applications in Educational Sciences.
- Serious, online multiplayer digital games for developing social skills.
- Gamification.
- Open-source tools for developing digital environments (e.g., Scratch).

- Design and development of websites to enhance educational activities and support vulnerable social groups.
- Open Educational Digital Resources and Sociological Digital Tools.
- Digital Technologies and Learning Management Systems to support synchronous and asynchronous distance learning, develop metacognition and foster self-regulation

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Face to face, distant, online, etc.</i></p>	<p>Face to face. Also, the module can in some cases be implemented remotely (35%) utilizing both modern interactive video-conferencing systems and learning management systems.</p>	
<p>USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i></p>	<p>Lectures: Problem-based learning, collaborative teaching, Lectures, and presentations using multimedia (PowerPoint presentations, videos, animations, etc.) and interactive teaching. Also, the student assignments and activities are entirely based on the use of ICT (learning and using specific digital tools) through the creation of presentations but mainly websites and digital educational material.</p> <p>Student Communication: Continuous communication and feedback with students through the e-Class online platform (announcements, information, messages, documents, assignments, user groups, discussions, assignment feedback, etc.).</p>	
<p>TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	<p>Activities</p>	<p>Semester Study Workload</p>
	<p>Lectures – Interactive face-to-face teaching.</p>	<p>36 hours (1,20 ECTS)</p>
	<p>Experiential Seminars and Workshops.</p>	<p>12 hours (0,40 ECTS)</p>
	<p>Study and analysis of specific bibliography.</p>	<p>32 hours (1,07 ECTS)</p>
	<p>Assignments over the semester.</p>	<p>60 hours (2 ECTS)</p>
	<p>Website development.</p>	<p>25 hours (0,83 ECTS)</p>
	<p>Final summative assignment.</p>	<p>60 hours (2,00 ECTS)</p>
	<p>Total Study (30 hours of study per ECTS)</p>	<p>225 hours (7,50 ECTS)</p>

<p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;"><i>Assessment Process Description:</i> <i>Assessment Language, Assessment Methods,</i> <i>Formative or Summative, Multiple-Choice Test, Short</i> <i>Answer Questions, Essay, Problem Solving, Written</i> <i>Assignment, Report, Oral Examination, Presentation,</i> <i>Laboratory Work, Clinical Work, Artistic</i> <i>Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned</i> <i>and if and where they are accessible by students.</i></p>	<p>Assessment Language: Greek</p> <ol style="list-style-type: none"> 1. Group work (3 people) (20%): <ul style="list-style-type: none"> • Literature review on a social informatics and educational sciences topic. • Presentation of the assignments using ICT (Power point, video creation, utilization of Web 2.0 applications, augmented reality applications) and feedback from the plenary session and also through the electronic platform (e-class) (Deliverable A). 2. Development of a (common) website (Deliverable B) by three groups where each group presents distinctly on it: <ul style="list-style-type: none"> • The theoretical part (bibliographic work) of Deliverable A. • Digital content and indicative applications related to Deliverable A (40%). 3. Individual digital material development work (10%). 4. Oral examination per group regarding the content of the assignments (30%). <p>The criteria are presented in the presentation file of the 1st lecture in e-class.</p>
--	---

(5) RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Che, W. & Han Q. (Eds.) (2016). Social Computing. <i>Proceedings of Second International Conference of Young Computer Scientists, Engineers and Educators, ICYCSEE</i>, Springer. 2. Kling, R. (2007). What is Social Informatics and Why Does it Matter? <i>The Information Society</i>, 23:4, 205-220. 3. Liu, T.-Y., Scollon, C.-N. & Zhu, W. (Eds.) (2016). Social Informatics. <i>Proceedings of 7th International Conference, SocInfo Beijing, China</i>. Springer. 4. Dasgupta, S. (2010). <i>Social Computing: Concepts, Methodologies, Tools, and Applications</i>. New York: Information Science Reference. 5. Δημητριάδης, Σ. (2015). <i>Θεωρίες μάθησης και εκπαιδευτικό λογισμικό</i>. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: https://repository.kallipos.gr/handle/11419/3397 6. Κεκές, Ι. (2011). <i>Νέες Τεχνολογίες στην Εκπαίδευση. Ζητήματα σχεδιασμού και εφαρμογών: Φιλοσοφικές - Κοινωνικές προεκτάσεις</i>. Αθήνα: Διάδραση. 7. Κόμης, Β. (2019). <i>Εισαγωγή στις εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των Επικοινωνιών</i>. Εκδόσεις Νέων Τεχνολογιών. 8. Στυλιάρης, Γ. & Δήμου, Β. (2015). <i>Διδακτική της πληροφορικής. Πληροφορική στη Γενική και Ειδική Αγωγή – Η Συμβολή του Διαδικτύου και του Web 2.0</i>. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: https://repository.kallipos.gr/handle/11419/722?&locale=el 9. Τζιμογιάννης, Α. (2017). <i>Ηλεκτρονική μάθηση. Θεωρητικές προσεγγίσεις και εκπαιδευτικοί σχεδιασμοί</i>. Αθήνα: Κριτική. 10. Τζιμογιάννης, Α. (2019). <i>Ψηφιακές Τεχνολογίες και Μάθηση του 21ου Αιώνα</i>. Αθήνα. Εκδόσεις Κριτική.
--

Relevant Scientific Journals:

1. British Journal of Educational Technology
2. Social Science Computer Review
3. Journal of Social Computing
4. Computer Science
5. Computers and Education
6. Computers in Human Behaviour
7. Contemporary issues in Technology and Teacher Education
8. Education and Information Technologies
9. Παιδαγωγική Επιθεώρηση
10. Ανοικτή Εκπαίδευση: το περιοδικό για την Ανοικτή και εξ Αποστάσεως Εκπαίδευση και την Εκπαιδευτική Τεχνολογία
11. Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση
12. Επιστήμες της Αγωγής

Semester 2 Modules

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y05	SEMESTER	2nd (Core)
MODULE NAME	Brain, Mind and Education		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS		ECTS
	3		7,5
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, specialisation in scientific field.		
PREREQUISITES	Introduction to Neurosciences and Social Neuroscience		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU872/		

(2) LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.</i> • <i>Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.</i> • <i>And Appendix B: A comprehensive guide in writing Learning Outcomes.</i>
<p>After the successful completion of the module, the students will be trained in the following:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe the relationship between objective measurements of brain function and the subject's first-person experience. • To determine the way in which the subjective experience (emotion, thought) is bridged with the objective measurements of brain function. • To describe the prevailing theory that interprets the relationship, according to which mental phenomena are products of functional interconnection of brain regions.

- To measure functional connectivity as the synchronization of neuronal activities (functional network) in an extensive neuronal anatomical network.
- To identify the mental phenomena that correspond to spatio-temporal correlations of brain function.
- To describe Consciousness and how it is developed in humans.
- Identify adolescence and its connection to the development of executive functions.
- To determine chronobiology, the brain mechanisms of the biological clock, the effect of photoperiods on the organism's physiology, the effect on cognitive function of circadian rhythm disorders, the effect of blue light from the devices we use.

SKILLS

- Identify the methodological tools, such as neurophenomenology, for approaching subjectivity at the level of brain function.
- To interpret how the brain produces mental phenomena.
- To consider the involvement of empathic response in communication between people.
- To consider the brain mechanisms underlying empathy.
- To assess the brain mechanisms that produce communication through language during conversation.
- To classify the cerebral mechanisms that are subject to the prosody of speech.
- To examine how the perception of the face - especially the expression - is a communication tool.
- To calculate the anatomical and physiological brain mechanisms underlying the perception of facial appearance.
- To compare the critical changes that occur in adolescence with the development of the executive functions of the brain.
- To define the changes occurring in the interconnecting elements during the maturation of the forebrain in adolescence.
- To explain the brain mechanisms that are subject to the functioning of the biological clock, to the physiology of the organism and to the cognitive function.

ABILITIES

- To consider the maturation of the forebrain during adolescence, the synaptic pruning associated with it, as well as the developmental deviations during this critical period of maturation and the development of serious diseases.
- To consider intersubjectivity and brain function and how people communicate with each other through brain mechanisms of verbal and non-verbal communication, (communication through language, empathy, theory of mind, facial appearance perception, speech prosody)
- To consider ways of approaching and studying consciousness by:
 - Endoscopic approach (phenomenology and ontology of the self).
 - Behavioural and neurological approach (brain damage studies and self-report evoked stimuli).
 - Damasio's evolutionary approach (from primordial emotions to the autobiographical self, from felt experience to socio-cultural homeostasis)

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

<i>Teamwork.</i> <i>Work in international environments.</i> <i>Work in interdisciplinary environments.</i> <i>Generating new research ideas.</i>	<i>Demonstrate critical thinking and reflection.</i> <i>Promote the free, creative, and inductive thinking.</i> <i>Other...</i>
<ul style="list-style-type: none"> • Adaptation to new situations. • Decision making. • Independent work. • Teamwork. • Work in an international environment. • Work in an interdisciplinary environment. • Generating new research ideas. • Project planning and management. • Respect for diversity and multiculturalism. • Respect for the natural environment. • Demonstrate social, professional, and ethical responsibility and sensitivity to gender issues. • Practise critical thinking and reflection. • Promotion of free, creative, and inductive thinking. 	

(3)MODULE SYLLABUS

Introduction to neurophenomenology

Neurophenomenology refers to a scientific research program that aims to address the "hard problem" of consciousness in a realistic way. It combines neuroscience and phenomenology to study first-person experience, mind, and consciousness.

Neurophenomenology

- Phenomenology
- Brain "the organ of subjectivity"
- Functional brain connectivity and mental functioning
 - Neural recruitment (oscillations)
 - Short- and long-scale neuronal recruitment with oscillatory synchronization
 - Mental phenomena as spatiotemporal correlations of brain function
- The stream of consciousness
 - The dimension of time and the coherence of consciousness (metastable states of neural connectivity)

Intersubjectivity

With so many cognitive abilities emerging from the interpersonal space, a full understanding of the cognitive processes in an individual's brain cannot be achieved without studying and understanding the interactions between individuals. In personal interactions, communication is multimodal in nature, involving the processing of visual facial features (such as the speaker's facial expression), tone of voice (i.e., emotional prosody), and word choice (i.e., their meaning). etc.

Intersubjectivity and brain function

- Communication
- Mirror neurons
- Empathy
- Theory of Mind (Intellectualization)
- Perception of facial appearance

- The conversation
 - Verbal communication
 - The prosody of speech

Translating the empathy model into everyday interactions

In many everyday situations, it is likely that both emotional and cognitive processing are necessary for social communication. However, the question remains how empathy deficits may affect individuals' ability to provide social support during social interactions. Indeed, it has been suggested that empathy may underpin the human ability to provide help and support to target individuals in distress.

Interpersonal emotion regulation

- When a target person experiences distress
 - The activation of empathy circuits in the regulator
 - The regulation of stress levels in the target person

Verbal communication

Verbal communication is an excellent example of the role other people play in one's cognitive processes. As Wittgenstein argued, the meaning of a word is determined by its use.

Brain-to-brain communication

- Speaker-listener brain coupling
- The role of nonverbal social and cognitive skills

Adolescence: the development of executive functions

Adolescence is defined as the period beginning with the onset of puberty and ending with the assumption of responsibility as an adult. It is a period of increased tendency to engage in risky behaviours that include experimentation with alcohol, tobacco, drugs, etc.

Prefrontal cortex and adolescence

- The development of the executive brain
- Synaptic pruning
- Mechanisms of normal maturation
- Neuronal plasticity
 - Long-term potentiation (LTP), long-term depotentiation (LTD)

The Consciousness

Mind is the most natural result of evolution and is largely unconscious, internal, and inexplicable. We talk about it thanks to the narrow window of our consciousness. In this sense, consciousness is a self-reference of the unconscious.

Consciousness and brain

- The traditional perspectives used to study consciousness:
 - The introspective (phenomenology and ontology of the self)
 - Behavioural and neurological (self-report studies of damage and elicited stimuli)
- Damasio's evolutionary perspective
 - From primordial emotions to the autobiographical self
 - From felt experience to socio-cultural homeostasis

Chronobiology

The biological clock is involved in many aspects of our complex physiology. We now know that all multicellular organisms, including humans, use a similar mechanism to control circadian rhythms. A large percentage of our genes are regulated by the biological clock and consequently, a carefully calibrated circadian rhythm adjusts our physiology to the different phases of the day.

The mammalian circadian timing system

- The adaptation of the biological clock in the suprachiasmatic nucleus of the brain to geophysical time by photoperiod.
- The different types of rhythms that control bodily functions.
- Circadian, Infradian, ultradian.
- Sunlight and the pacing of circadian rhythms.
- The effects of blue light from electronic devices (tablets) on the circadian rhythm.

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	The teaching method is face-to-face.	
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: <ul style="list-style-type: none"> • (PowerPoint, video, etc.). • Interactive teaching. Student Communication: e-Class (announcements, information, messages, files, assignments, student groups, etc.).	
TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i> <i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i>	Activities	Semester Study Workload
	Lectures – Interactive face-to-face teaching.	36 hours (1,20 ECTS)
	Experiential Workshops and Seminars.	24 hours (0,80 ECTS)
	Study and analysis of specific bibliography.	85 hours (2,80 ECTS)
	Final summative essay.	80 hours (2,70 ECTS)
	Total Study	225 hours (7,50 ECTS)
	(30 hours of study per ECTS)	
ASSESSMENT <i>Assessment Process Description:</i> <i>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i> <i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	Final summative essay.	

(5) RECOMMENDED BIBLIOGRAPHY

Bressler and Kelso, Trends Cogn Sci, 2001
 Fingelkurts and Fingelkurts, Int J Neurosci, 2004
 Middleton et al 2008, PNAS vol. 105:18572–18577
 Angelopoulos et al, Neuropsychiatry Clin Neurosci. 2011
 Wolf et al, J Psychiatr Neurosci. 2011
 Uhlhaas P, 2008, Schizophrenia. Schizophr Bull. 2008;
 Angelopoulos et al, Schizophrenia research 2014
 Koutsoukos et al, Neurosci Letters 2013
 Koutsoukos & Angelopoulos, Schizophrenia research 2018, Behav Neurology 2018
 Angelopoulos et al 1990
 Angelopoulos et al (1995)
 De Vignemont & Singer 2006,
 Lamm & Majdandžić, 2014.
 Mukamel et al 2010, Engen & Singer 2013
 Derntl et al., 2009· Zahavi & Roehat, 2015), Praszkie, 2016
 Simone Shamay-Tsoory, Rev Neuropsychol 2015
 Amodio and Frith 2006, Nat Rev Neurosci 2006
 Abu-Akel and Shamay-Tsoory, Neuropsychologia 2011, Hillis AE, Brain 2014
 Van Overwalle and Baetens, 2009, Neuroimage 2009 ; 48
 Arcaro και άλλοι στο Nature Neuroscience (Αύγουστος του 2017
 Boroditsky and Gaby (2010), Psychol. Sci. 21
 Buzsaki and Draguhn (2004) Science 304,
 Giraud, A.L. et al. (2007), Neuron 56
 Smith, Z.M. et al. (2002, Nature 416
 Stephens, G. et al. (2010), Proc. Natl. Acad. Sci. 107
 Stephens GJ, Silbert LJ, Hasson U (2010): Speaker-listener neural coupling underlies successful communication. *Proc Natl Acad Sci USA* 107: 14425–14430.
 Ann K. Wennerstrom, *The music of everyday speech: Prosody and discourse analysis*. New York: Oxford University Press, 2001.
 Rhythms of the Brain György Buzsáki Oxford University Press, 2006
 Merleau-Ponty, Maurice. Trans: Donald Landes. *Phenomenology of Perception*, London: Routledge, 2012
 Antonio Damasio. *Self Comes to Mind: Constructing the Conscious Brain* Paperback – March 6, 2012
 Michael J Arcaro et al 2017. Seeing faces is necessary for face-domain formation. *Nature Neuroscience* volume 20

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y06	SEMESTER	2nd (Core)

MODULE NAME	Teaching Methodology and Teaching Practice		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
	3	7,5	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background Skill development		
PREREQUISITES:	Educational Methodology and Internship.		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU883/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.
- And Appendix B: A comprehensive guide in writing Learning Outcomes.

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- To explain the basic principles of the Teaching Methodology of Social Pedagogy.
- To analyse the different approaches of the Teaching Methodology of Social Pedagogy.
- To evaluate the applications of experiential learning in socio-pedagogical interventions.
- To identify the application of the Democratic Culture Competencies Framework in the design and implementation of socio-pedagogical intervention.
- To understand the stages of planning a socio-pedagogical program and its content.
- To critically approach known applications and practices of Social Pedagogy.
- To design microteaching for improvement.
- To understand the processes of creation, interconnection, and development of groups.

SKILLS

- To apply theories of Teaching Methodology and Pedagogy in Social Pedagogy.
- To use the principles, methods, and practices of Social Pedagogy in a combined and creative way to deal more effectively with socio-pedagogical issues.

- To design socio-pedagogical interventions for an issue either in the school (formal education) or in other educational environments (non-formal and informal education).
- To utilize methods and practices of Social Pedagogy for the prevention and improvement of the lives of all people, especially the disadvantaged and vulnerable.
- To choose the appropriate methods and techniques.
- To consider with the appropriate methods and in a democratic context the results of a socio-pedagogical intervention.
- To utilize the principles of experiential learning in the planning, implementation, and evaluation of socio-pedagogical practice and interventions.
- To apply microteaching to improve educational and socio-pedagogical work.

ABILITIES

- To argue towards the value of prevention in dealing with socio-pedagogical issues.
- To defend the improvement of the life of all and especially of the vulnerable groups.
- To adequately plan and implement educational actions, interventions, and programs of Social Pedagogy.
- To aim at the sustainability of the results in the socio-pedagogical intervention.
- To promote in education the development of democratic culture and skills.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Search, analysis, and synthesis of data and information, using the necessary technologies.
- Adaptation to new situations.
- Problem Solving.
- Analysis of issues.
- Decision making.
- Independent work.
- Teamwork.
- Collaboration.
- Productivity in a collaborative context.
- Work in an interdisciplinary environment.
- Project planning and management.
- Respect for diversity and multiculturalism.
- Promotion of social interest.
- Defending the value of improving the lives of every human being.
- Awareness of the importance of supporting vulnerable groups.
- Respect for the natural environment.
- Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues.
- Practise critical thinking and reflection.

- Promotion of free and creative thinking.
- Promoting democratic culture in educational settings.

(3)MODULE SYLLABUS

The purpose of this module is for students to become capable of applying Teaching Methodology and Pedagogical Theories and to use the principles, methods, and practices of Social Pedagogy in a combined and creative way to deal more effectively with primarily socio-pedagogical issues, mainly in the field of school (formal education), but also more broadly in the planning of socio-pedagogical programs and interventions (non-formal and informal education).

The content of the module includes issues of teaching methodology and pedagogical approaches to learning and transformative education, which aims to change and improve the socio-pedagogical applications in various contexts.

In the context of theoretical analyses and laboratory exercises, students approach issues related -mainly- to the design of socio-pedagogical programs/interventions, such as: Defining the aims, objectives and expected results, the organization and conduct of the educational-teaching act, the planning - design - evaluation of the educational intervention, creation of a group/community, interconnection and development of relationships between members, creative, experiential methods and techniques for the prevention and intervention of socio-pedagogical issues, utilization of Art in the educational process and socio-pedagogical practices.

The module includes a number of hours of practice. Through the implementation of action plans in a variety of settings, students focus on the study of Social Pedagogy issues in the field, in order to recognize the importance of intervention planning for prevention and improvement based on the general principles of the Teaching Methodology of Social Pedagogy, but especially for the needs of each issue and its circumstances.

(4)LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	Face to face.
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: Interactive teaching, lectures – presentations (PowerPoint, video, etc.). Student Communication: e-Class (announcements, information, messages, files, assignments, student groups, etc.).

<p>TEACHING PLANNER</p> <p><i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Activities	Semester Study Workload
	Lectures – Interactive face-to-face teaching.	36 hours (1,20 ECTS)
	Experiential Workshops and Seminars.	12 hours (0,40 ECTS)
	Study and analysis of specific bibliography.	77 hours (2,56 ECTS)
	Short research assignments over the semester on subjects the students have been taught.	40 hours (1,33 ECTS)
	Final summative essay.	60 hours (2,00 ECTS)
	Total Study	225 hours (7,50 ECTS)
	(30 hours of study per ECTS)	
<p>ASSESSMENT</p> <p><i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The final grade consists of:</p> <ul style="list-style-type: none"> • Short over the semester assignments. • Final summative essay. 	

(5) RECOMMENDED BIBLIOGRAPHY

Κεκές, Ι. (2000). Εκπαιδευτική Έρευνα και Σχολείο: Προκλήσεις και Αναγκαιότητες στην Κοινωνία της Πληροφορίας, Επιθεώρηση Επιστημονικών και Παιδαγωγικών Θεμάτων, 3, 16 – 44. Αθήνα: Παιδαγωγικό Ινστιτούτο.

Κεκές, Ι. & Μυλωνάκου – Κεκέ, Η. (2011). Συνεκπαίδευση (Syneducation): Ένα νέο αναδυόμενο διεπιστημονικό πεδίο ή η πρόκληση του Λυσίμαχου για συνεκπαιδευτική μάθηση Στο: Σπανός, Γ., Δελλασούδας, Λ. & Φρυδάκη, Ε. (επιμ.): Η χάρη θέλει αντίχαρη. Αφιέρωμα στον Καθηγητή Αντώνιο Κ. Δανασσή – Αφεντάκη. σσ. 367-413. Αθήνα: Πανεπιστήμιο Αθηνών.

Κουκουνάρας Λιάγκης, Μ. (2015). Επιστήμες της Παιδαγωγικής και πρώτη εφηβεία. Συμβολή στη διδακτική μεθοδολογία της Θρησκευτικής Εκπαίδευσης. Αθήνα: Gutenberg

Κουκουνάρας Λιάγκης, Μ. (2019). Η συμβολή της Κοινωνικής Παιδαγωγικής και της Θρησκευτικής Εκπαίδευσης στη διαχείριση των σύγχρονων συνθηκών της παγκοσμιοποίησης, της μετακίνησης πληθυσμών και της πολυπολιτισμικότητας. Μεταδιδακτορική Έρευνα. Αθήνα: ΕΚΠΑ, ΠΤΔΕ.

Κουκουνάρας Λιάγκης, Μ. & Μυλωνάκου - Κεκέ, Η. (2020). Η διεπιστημονική συνέργεια της Θρησκευτικής Εκπαίδευσης (εκπαίδευση και έρευνα) και της Κοινωνικής Παιδαγωγικής για την ανάπτυξη ενός πεδίου έρευνας και θεωρίας. Νέα Παιδεία, 175, 23-41.

- Μυλωνάκου - Κεκέ, Η. (2013). Κοινωνική Παιδαγωγική: Θεωρητικές, Επιστημολογικές και Μεθοδολογικές Διαστάσεις. Αθήνα: Διάδραση.
- Μυλωνάκου - Κεκέ, Η. (2016). Ο Επιστημολογικός Χαρακτήρας της Κοινωνικής Παιδαγωγικής. Στο: Β. Μπάρος, κ.ά. (Επιμ.), Παιδική Ηλικία και Μετανάστευση: Προκλήσεις για την Παιδαγωγική της Ετερογένειας, (σσ. 215 – 250). Αθήνα: Διάδραση.
- Μυλωνάκου - Κεκέ, Η. (2019). Σχολείο, Οικογένεια και Κοινότητα: Συνεργασία, Ενδυνάμωση και Ανάπτυξη. Αθήνα: Εκδόσεις Αρμός.
- Μυλωνάκου - Κεκέ, Η. (2021). Κοινωνική Παιδαγωγική. Θεωρία και Πράξη. Αθήνα: Εκδόσεις Παπαζήση.
- Council of Europe (2018). Reference Framework for Competences for Democratic Culture (Vol. I, II, III). Strasbourg: Council of Europe Department for Education and Skills.
- (2007). Care Matters: Time for Change. London: Department for Education and Skills.
- Dewey, J. (2018). Democracy and Education. Gorham, ME: Myers Education Press.
- Eichsteller, G. & Holthoff, S. (2012). The Art of Being a Social Pedagogue: Developing Cultural Change in Children's Homes in Essex. International Journal of Social Pedagogy, 1(1) pp. 30- 45.
- Kyriacou, C. (2011). Social Pedagogy in Schools as a Promoter of Civic Engagement. Processes Influencing Democratic Ownership and Participation (PIDOP) Conference: "Engaged citizens? Political participation and civic engagement among youth, women, minorities, and migrants". Italy: Bologna.
- Kyriacou, C. (2015). Social Pedagogy and pastoral care in schools. British Journal of Guidance & Counselling, 43 (4), 429-437.
- Kyriacou, C., Mylonakou – Keke, I. & Stephens, P. (2016). Social Pedagogy and bullying in schools: The views of University Students in England, Greece, and Norway. British Educational Research Journal, 42(4), 631–645.
- Kyriacou, C., Tollisen - Ellingsen, I., Stephens, P. & Sundaram, V. (2009). Social Pedagogy and the teacher: England and Norway compared. Pedagogy, Culture & Society, 17(1), 75-87.
- Mylonakou, I. & Kekes, I. (2005). Syneducation (Synekpaidefsis): Reinforcing Communication and Strengthening Cooperation among Students, Parents and Schools. Harvard Family Research Project, March, Cambridge, MA: Harvard Graduate School of Education.
- Mylonakou - Keke, I. (2015a). 1844 - 2014: 170 years of Social Pedagogy. Can economic crisis highlight the potential of Social Pedagogy? International Journal of Social Pedagogy, 4 (1), 2-23.
- Mylonakou - Keke, I. (2015b). The emergence of "Syn-epistemic Wholeness" from Dialectic Synergy of disciplines: A Transdisciplinary Social Pedagogic Model. Creative Education, 6 (17), 1890-1907.
- Mylonakou - Keke, I. (2015c). Social Pedagogy and School Community. Preventing bullying in schools and dealing with diversity: Two sides of the same coin. International Journal of Social Pedagogy, 4 (1), 65-84.
- Mylonakou - Keke, I. (2018). A Social Pedagogical Intervention Model (Spim4Rest): A Human Rights Education Model for Refugee Children and Families. In: Giotsa, A. Z. (Ed.) Human Rights in a Changing World: Research and Applied Approaches, pp.121-138. New York: Nova Science Publishers.
- Mylonakou – Keke, I., Alevizos, S. & Salichos, P. (2016). Children protection and residential care in Greece and the case of "The Smile of the Child" In: Fulcher, L. & Islam, T. (Eds.)

Residential Child and Youth Care in a Developing World: Global Perspectives, pp. 215-232. Cape Town: The CYC-Net Press.

Watts, J. (2017). Inclusive Cultural and Social Pedagogy in the Library Classroom. LOEX Quarterly, 44(1), 8-10.

Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies, and practices: Digital technologies and distance education during the coronavirus emergency. Learning, Media, and Technology, 45(2), 107-114

Relevant scientific journals:

- International Journal of Social Pedagogy
- International Journal of Education and Practice
- Frontiers in Education
- Papers of Social Pedagogy
- Research in Drama Education
- Education and Theatre

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y07	SEMESTER	2nd (Core)
MODULE NAME	Crisis Management, Decision Making and Problem Solving		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
	3	7,5	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	General Knowledge Skill Development		
PREREQUISITES	No		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU874/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.
- And Appendix B: A comprehensive guide in writing Learning Outcomes.

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- Acquired sufficient theoretical knowledge to recognize and manage the factors that reduce, to a certain extent, the effectiveness of effective crisis management, decision-making and problem-solving efforts.
- Have sufficient knowledge of modern ways of developing evaluative skills a) for balanced self-esteem, b) adaptability to ever-changing environmental and social conditions, and c) healthy creativity.

SKILLS

- To have developed sufficient skills to apply the acquired knowledge to effectively deal with factors affecting crisis management, decision-making and problem-solving with emotional and psychosocial components, as they are encountered in modern societies.
- To have developed specific skills for the basic principles of managing dysfunctional ways of evaluating a) the abilities and potential of the "self", b) the dimensions of life problems and difficulties in relationships with fellow human beings, and c) future prospects.

ABILITIES

- To be able to design and complete research studies to highlight appropriate ways of educating the younger generations with the goals of limiting the inhibiting and strengthening the enabling biopsychosocial factors that are involved and determine the effectiveness of the individual and societies in their long-term efforts for appropriate crisis management, decision making, and problem solving.
- To be able to combine the acquired knowledge and the results of contemporary research in order to pose new specific research questions.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Search, analysis and synthesis of data and information, using the necessary technologies.
- Adaptation to new situations.
- Decision making.
- Independent work.
- Work in an interdisciplinary environment.
- Generating new research ideas.
- Promotion of free, creative, and inductive thinking.

(3)MODULE SYLLABUS

1. CRISIS MANAGEMENT, DECISION MAKING AND PROBLEM SOLVING: BASIC PRINCIPLES.
2. PROMOTION OF MENTAL HEALTH. DYSFUNCTIONAL PRECONCEPTIONS QUESTIONNAIRE (D.P.Q).
3. IMPORTANCE OF PSYCHOTRAUMATIC EVENTS ASSESSMENT: MEDICAL BIO-PSYCHO-SOCIAL MODEL.
4. PSYCHOTRAUMATIC LIFE EVENTS AND MANIFESTATION OF PSYCHOPATHOLOGY.
5. PRINCIPLES OF SOCIAL CRISIS MANAGEMENT.
6. CRISIS MANAGEMENT: THE ROLE OF HIGHER BRAIN FUNCTIONS.
7. FUNCTIONAL MENTAL STRUCTURES RELATED TO PROTECTING AND ENHANCEMENT OF MENTAL HEALTH.
8. ACQUIRED PSYCHO-DEFICIENCY SYNDROME / A.P.D.S.
9. DEPRESSIVE REALISM AND DECISION MAKING: PRINCIPLES OF PREVENTING PSYCHOTRAUMA.
10. STRATEGIES FOR OVERCOMING OBSTACLES IN CRISIS MANAGEMENT AND PROBLEM SOLVING.
11. ELEMENTS OF NEUROTHICS / BASIC PRINCIPLES OF COPING.
12. CRISIS MANAGEMENT, DECISION MAKING AND PROBLEM SOLVING: REFLECTION / PRINCIPLES OF RESEARCH PAPER WRITING.

(4)LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	Interactive face-to-face and online lectures.	
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: Interactive teaching, lectures -presentations (PowerPoint, video, etc.). Short assignments – studies on high stake topics. Student Communication: e-Class (announcements, information, messages, files, assignments, student groups, etc.).	
TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i> <i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i>	Activities	Semester Study Workload
	Lectures – Interactive teaching.	36 hours (1,20 ECTS)
	Experiential Workshops and Seminars.	60 hours (2,00 ECTS)
	Study and analysis of specific bibliography.	36 hours (1,20 ECTS)
	Individual study and review of scientific articles.	33 hours (1,10)
	Final summative essay.	60 hours (2,00 ECTS)
	Total Study	225 hours (7,50 ECTS)

<p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;"><i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p style="text-align: center;"><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>Assessment Language: Greek</p> <ol style="list-style-type: none"> 1. Oral discussion of examples and application of role-playing methods to examine students' knowledge and skills in identifying and applying basic management principles of factors that impede the effectiveness of beneficial crisis management, decision-making, and problem-solving efforts. 2. Oral discussion of examples and application of role-playing methods to examine the adequacy of knowledge and application skills of modern ways of developing evaluative skills a) for balanced self-esteem, b) adaptability to ever-changing environmental and social conditions, and c) healthy creativity . 3. Final summative essay, where: <ol style="list-style-type: none"> A) Students' abilities to design and complete research studies to highlight appropriate ways of educating the younger generations with the goals of limiting the inhibiting and strengthening the enabling biopsychosocial factors that are involved and determine the effectiveness of the individual and societies in their long-term efforts to appropriate crisis management, decision making and problem solving. B) Students' abilities to combine the acquired knowledge and the results of contemporary research, and to pose new specific research questions.
--	---

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Averill, J. (1999) <i>Creativity in the Domain of Emotion</i>, in Dalglish, T., Power, M. (eds) <i>Handbook of Cognition and Emotion</i>, pp 765-782, John Wiley and Sons, UK • Baumeister, R., Vohs, K. (2003) Self-regulation and the executive function of the self, in Leary, M., Tangney, J. (eds) <i>Handbook of self and identity</i>, pp 197-217, Guilford Press, New York • Bechara, A., Tranel, D., Damasio, A. (2000) Poor judgment in spite of high intellect, in Bar-On, R., Parker, J. (eds) <i>The Handbook of Emotional Intelligence</i>, pp 192-214, Jossey-Bass, San Francisco • Boura C. et al (2015) Clinical Applications of the Axiological Psychotherapeutic Model: The Uses of the Dysfunctional Preconceptions Questionnaire (D.P.Q.), in C. Soldatos et al "Pluralism in Psychiatry" Multidimensional Considerations, World Psychiatric Association (WPA): Medimond Publishing Company, 115-120 • Flecknoe, P., Sanders, D. (2004) Interpersonal difficulties, in: Bennett-Levy, J. et al (eds) <i>Oxford Guide to Behavioural Experiments in Cognitive Therapy</i>, pp. 393-409, Oxford University Press, Oxford

- Hawton, K., Kirk, J. (2000) Problem – solving, in Hawton K., Salkovskis, P., Kirk, J., Clark, D. (eds) Cognitive behaviour therapy for psychiatric problems, pp. 406-426, Oxford University Press
- Joseph, R. (1996) Neurophychiatry, Neurophysiology, and Clinical Neuroscience, Williams and Wilkins, Baltimore
- Kontogianni, E., Vassiliadou, M., Chondromaras, G., Voivonta, M., Malliori, M., Papadimitriou, G. (2014) Acquired Psycho-Deficiency Syndrome (APDS) and Mental Health, in C. Soldatos et al “Pluralism in Psychiatry”, World Psychiatric Association (WPA): Medimond International Proceedings, 253-256
- Pennebaker, J., Keough, K. (1999) Revealing, organizing, and reorganizing the self in response to stress and emotion, in Contrada, R., Ashmore, R. (eds) Self, social identity, and physical health: interdisciplinary explorations, pp 101-121, Oxford University Press, New York
- Peterson, C., Seligman, M. (2004) Character Strengths and Virtues, Oxford University Press, New York
- Vassiliadou, M., Goldberg, D. (2006) A questionnaire to help general practitioners plan cognitive-behaviour therapy, Primary Care Mental Health 4, pp. 265-27.
- Vassiliadou, M. (2005) Mental Health Promotion and Education, “Epictetus”: Axiological Cognitive Strategies, Educational Trust for Health Improvement through Cognitive Strategies, London
- Vassiliadou, M. (2008) Axiological Anthropology and the Promotion of Mental Health, 2nd ed, Educational Trust for Health Improvement through Cognitive Strategies, London
- Vassiliadou, M., Bergiannaki, I., Tomaras V. (2014) Axiological Anthropology: A Model Integrative Approach to Mental Health Promotion, in C. Soldatos et al “Pluralism in Psychiatry”, World Psychiatric Association (WPA): Medimond International Proceedings, 249-251
- WHO (2004) Promoting Mental Health: concepts, emerging evidence, practice, World Health Organization, Geneva

Relevant scientific journals:

1. Global Health Promotion
2. Personality and Mental Health
3. European Journal of Investigation in Health, Psychology and Education
4. International Education Journal
5. Creativity Research Journal

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION

DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y08	SEMESTER	2nd (Core)
MODULE NAME	Human Rights and Ethics in Education		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
	3	7,5	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	General background Skills Development		
PREREQUISITES	No		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU873/		

(2) LEARNING OUTCOMES

Learning Outcomes <i>Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:</i> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards. • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning. • And Appendix B: A comprehensive guide in writing Learning Outcomes. 	
<p>After the successful completion of the module, the students will be trained in the following:</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand, assimilate, describe and define the basic concepts of human rights, the international declarations of human rights <p>SKILLS</p> <ul style="list-style-type: none"> • Familiarize themselves with experiential techniques, apply them in different contexts (school, family, community), and adapt their way of working in order to defend human rights. <p>ABILITIES</p> <ul style="list-style-type: none"> • To promote in various ways the cooperation between the various frameworks for the protection of the human rights of vulnerable groups. • To analyse specialized cases. • To adequately use knowledge and skills in managing crisis situations 	
<p>General Skills <i>Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?</i></p> <div> <div> Search, analysis and synthesis of data and information, using the necessary technologies. Adaptation to new situations. </div> <div> Project planning and management. Understanding towards diversity and multiculturalism. Respect for the natural environment. </div> </div>	

<i>Decision making.</i> <i>Work alone.</i> <i>Teamwork.</i> <i>Work in international environments.</i> <i>Work in interdisciplinary environments.</i> <i>Generating new research ideas.</i>	<i>Demonstrating social, professional, and ethical responsibility and empathy to gender issues.</i> <i>Demonstrate critical thinking and reflection.</i> <i>Promote the free, creative, and inductive thinking.</i> <i>.....</i> <i>Other...</i>
<ul style="list-style-type: none"> • Decision making • Independent work. • Teamwork. • Project planning and management. • Respect for diversity and multiculturalism. • Exercise criticism and self-criticism. • Organization of Research Process. • School-Family-Community Partnership. 	

(3)MODULE SYLLABUS

The purpose of the course is to acquaint the participants with basic concepts of human rights, which concern their protection at a microscopic and macroscopic level.

More specifically, students are trained in how they can integrate the declarations of human rights and the goals of sustainable development of the United Nations in their way of working in various contexts in order to form positive attitudes towards social inequalities, to eliminate prejudices against all kinds of discrimination and exclusion. Participants have the opportunity to familiarize themselves with a wide range of interdisciplinary theoretical approaches to human rights.

Furthermore:

- are trained in ethical issues that govern scientific, research and professional work with people in the field of social sciences.
- focus on promoting democratic culture in education, through peace and human rights education and democratic citizenship education.

(4)LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	<ul style="list-style-type: none"> • Interactive Lectures. • Face to face • Tutorial exercises in groups • Individual and group assignments. 	
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: <ul style="list-style-type: none"> • Interactive teaching, Lectures - presentations (PowerPoint, video, etc.) • Short assignments – student studies on cutting edge issues. Student Communication: e-Class (announcements, information, messages, files, assignments, student groups, etc.).	
TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching,</i>	Activities	Semester Study Workload

<p><i>educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Lectures – live interactive teaching	36 hours (1,20 ECTS)
	Seminars - Workshops	12 hours (0,40 ECTS)
	Study and analysis of specialized literature	33 hours (1,10 ECTS)
	Individual work / study	40 hours (1,30 ECTS)
	Group assignment	36 hours (1,20 ECTS)
	Final exculpatory assignment	68 hours (2,30 ECTS)
	Course Total	225 hours (7,50 ECTS)
	(30 hours of workload per credit unit)	
<p>ASSESSMENT</p> <p><i>Assessment Process Description:</i> <i>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<ul style="list-style-type: none"> • Intermediate assignments (individual, group) • Final exculpatory assignment 	

(5) RECOMMENDED-BIBLIOGRAPHY

Γιώτσα, Α. (υπό έκδοση). *Ανθρώπινα Δικαιώματα και Εκπαίδευση*. Εκδόσεις Gutenberg.

Giotsa, A. (2018). *Human Rights in A Changing World. Research and Applied Approaches*. New York: Nova Science Publishers, Inc. ISBN 978-1-53613-883-2.

Semester 3 Modules

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y09	SEMESTER	3rd (Core)
MODULE NAME	Social Neuroscience and Education		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS		ECTS
	3		7,5
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, specialization in a scientific area.		
PREREQUISITES	Introduction to Neurosciences and Social Neuroscience Brain, Mind and Education.		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU931/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.
- And Appendix B: A comprehensive guide in writing Learning Outcomes.

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- To know the neurobiological basis of emotions and social interactions
- Know the different types of learning and memory, and how stress affects each of them.
- Know how early negative experiences shape brain stress response circuits through epigenetic changes in gene expression.
- Recognize psychobiological mechanisms of stress in an educational or social environment.

- To combine knowledge of various stress management techniques and introduce them in the context of Social Pedagogy.

SKILLS

- To be able to recognize deviations from standard social interaction.
- To be able to recognize the effects of school stress on the learning process.
- To acquire the skill to apply simple stress management techniques in their work environment.
- To be able to train parents and colleagues in ways to manage stress and emotional fluctuations.

ABILITIES

- To produce new knowledge, through the study of interactions, interdisciplinary interdependencies and interconnections of biological mechanisms,
- of ethics and the pedagogical and social processes of the human being, so that they eventually become competent in the planning and implementation of effective socio-pedagogical interventions of prevention, improvement and change in the educational field.
- To be able to develop, design or cultivate new methods and practices for dealing with psychosocial stress.
- To be able to propose programs to deal with violence and attention problems in the school environment.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Search, analyse and synthesize data and information using necessary technologies.
- Group project
- Promotion of free, creative and inductive thinking
- Work in an interdisciplinary environment
- Project planning and management

(3)MODULE SYLLABUS

The purpose of the module is to familiarize students with the study and the understanding of the ways in which the social brain works and mainly affects formal, non-formal and informal education and generally various fields of socio-pedagogical action.

The course studies (indicative reference) values, beliefs, perceptions, the emotions, behaviours, relationships, abilities, social processes and the structures that develop mainly in the field of education, as well as the ways to which all the above can effectively deal with various arising issues and lead to improvement changes in education and in society.

- Brain circuits of social interaction
- Influence of early experiences on brain structure and function
- Mind- Body medicine - Stress management techniques

<ul style="list-style-type: none"> ○ Time management ○ Managing negative thoughts ● Meditation techniques <ul style="list-style-type: none"> ○ Neurobiological basis of meditative techniques ● Mindfulness in stress management <ul style="list-style-type: none"> ○ Mindfulness in education ● Vagus nerve- <ul style="list-style-type: none"> ○ Vagal strengthening ○ Polyvagal theory ● Biofeedback principles and applications in stress management <ul style="list-style-type: none"> ○ Heart rate variation (HRV) ● Golden Epics of Pythagoras in stress management <ul style="list-style-type: none"> ○ Value system of Platonic Philosophy ● Memory – hippocampus ● Neurobiological action of emotions ● Emotions and memory ● Memory and stress ● Effects of stress on memory and learning ● Cognitive Psychotherapy and education <p>WORKSHOPS</p> <ul style="list-style-type: none"> ● Biofeedback – connecting students to a biofeedback machine and neurophysiological measurements of stress and other functions. ● Cognitive behavioural therapy (CBT)

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	Face to face	
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: <ul style="list-style-type: none"> ● Lectures and presentations using multimedia (PowerPoint presentations, video, animation, etc.) and interactive teaching. ● Biofeedback Method– Biofeedback (students' experiential participation, through the special machine) Student Communication: Supporting of the learning process and mutual communication through the e-Class electronic platform (announcements, information, messages, documents, assignments, user groups, etc.).	
TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i> <i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i>	Activities	Semester Study Workload
	Lectures– live interactive teaching	36 hours (1,20 ECTS)
	Experiential Workshops	18 hours (0,60 ECTS)
	Study and analysis of specialized literature	60 hours (2,00 ECTS)

	Individual study of analysis and editing of a scientific article	51 hours (1,70 ECTS)
	Final exculpatory assignment	60 hours (2,00 ECTS)
	Course Total	225 hours (7,50 ECTS)
	(30 hours of workload per credit unit)	
<p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;"><i>Assessment Process Description:</i> <i>Assessment Language, Assessment Methods,</i> <i>Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p style="text-align: center;"><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>		
<ul style="list-style-type: none"> • Study of a scientific article • Exculpatory assignment - Study writing 		

(5) RECOMMENDED-BIBLIOGRAPHY

1. Σταματάκης, Α. (2015). Η νευροβιολογική βάση των συναισθημάτων. *ΣΥΝΑΨΙΣ* 38.
2. Chung, A. H., Gevirtz, R. N., Gharbo, R. S., Thiam, M. A., & Ginsberg, J. P. (2021). Pilot study on reducing symptoms of anxiety with a heart rate variability biofeedback wearable and remote stress management coach. *Applied Psychophysiology and Biofeedback*, 46(4), 347-358.
3. Lemaire, J. B., Wallace, J. E., Lewin, A. M., de Grood, J., & Schaefer, J. P. (2011). The effect of a biofeedback-based stress management tool on physician stress: a randomized controlled clinical trial. *Open Medicine*, 5(4), e154.
4. Yu, B., Funk, M., Hu, J., Wang, Q., & Feijs, L. (2018). Biofeedback for everyday stress management: A systematic review. *Frontiers in ICT*, 5, 23.
5. Järvelin-Pasanen, S., Sinikallio, S., & Tarvainen, M. P. (2018). Heart rate variability and occupational stress—systematic review. *Industrial health*, 56(6), 500-511.
6. Goessl, V. C., Curtiss, J. E., & Hofmann, S. G. (2017). The effect of heart rate variability biofeedback training on stress and anxiety: a meta-analysis. *Psychological medicine*, 47(15), 2578-2586.
7. Moravec, C. S., & McKEE, M. G. (2011). Biofeedback in the treatment of heart disease. *Cleveland Clinic journal of medicine*, 78, S20-3.
8. Theofanous, A., Ioannou, M., Zacharia, M., Georgiou, S. N., & Karekla, M. (2020). Gender, age, and time invariance of the child and adolescent mindfulness measure (CAMP) and psychometric properties in three Greek-speaking youth samples. *Mindfulness*, 11(5), 1298-1307.
9. Carolan, S., Harris, P. R., & Cavanagh, K. (2017). Improving employee well-being and effectiveness: systematic review and meta-analysis of web-based psychological interventions delivered in the workplace. *Journal of medical Internet research*, 19(7), e7583.

10. Gotink, R. A., Meijboom, R., Vernooij, M. W., Smits, M., & Hunink, M. M. (2016). 8-week mindfulness based stress reduction induces brain changes similar to traditional long-term meditation practice—a systematic review. *Brain and cognition*, 108, 32-41.
11. Ergas, O. (2019). Mindfulness in, as and of education: Three roles of mindfulness in education. *Journal of Philosophy of Education*, 53(2), 340-358.
12. Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of clinical psychology*, 62(3), 373-386.
13. Palmer, M. L., Henderson, M., Sanders, M. R., Keown, L. J., & White, J. (2013). Study protocol: evaluation of a parenting and stress management programme: a randomised controlled trial of Triple P Discussion Groups and Stress Control. *BMC Public Health*, 13(1), 1-10.
14. Tsoli, S., Vasdekis, S., Tigani, X., Artemiadis, A., Chrousos, G., & Darviri, C. (2018). A novel cognitive behavioral treatment for patients with chronic insomnia: A pilot experimental study. *Complementary Therapies in Medicine*, 37, 61-63.
15. Darvyri, P., Galanakis, M., Avgoustidis, A. G., Pateraki, N., Vasdekis, S., & Darviri, C. (2014). The revised intrinsic/extrinsic religious orientation scale in a sample of Attica's inhabitants. *Psychology*, 5(13), 1557.
16. Kröll, C., Doebler, P., & Nüesch, S. (2017). Meta-analytic evidence of the effectiveness of stress management at work. *European Journal of Work and Organizational Psychology*, 26(5), 677-693.
17. Lozada, M., Carro, N., D'adamo, P., & Barclay, C. (2014). Stress management in children: a pilot study in 7 to 9 year olds. *Journal of Developmental & Behavioral Pediatrics*, 35(2), 144-147.
18. Dossett, M. L., Fricchione, G. L., & Benson, H. (2020). A new era for mind-body medicine. *The New England journal of medicine*, 382(15), 1390.
19. Ward, J. (2012). *The Student's Guide to Social Neuroscience*. New York: Psychology Press.
20. Häfner, A., Stock, A., Pinneker, L., & Ströhle, S. (2014). Stress prevention through a time management training intervention: An experimental study. *Educational Psychology*, 34(3), 403-416.
21. Kalat J.W. Biological Psychology, 13th Ed., SENGAGE SBN: 978-1-337-40820-2, 2019.

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	Y010	SEMESTER	3rd (Core)
MODULE NAME	Educational Instructional Design informed by Social Pedagogy and Social Neuroscience		
INDEPENDENT LEARNING ACTIVITIES <small>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</small>	WEEKLY TEACHING HOURS	ECTS	
Lectures	3	7,5	
Experiential Workshops and Seminars	2		

	Internship	(distributed over all semesters)	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	Expertise background, specializing in interdisciplinary connections. Skills Development		
PREREQUISITES	Social Pedagogy Introduction to Neuroscience and Social Neuroscience Brain, Mind and Education		
TEACHING AND EXAM LANGUAGE	Greek (and English terminology)		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU929/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.*
- *And Appendix B: A comprehensive guide in writing Learning Outcomes.*

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- To know and apply methods and techniques of exploiting the plasticity of the brain, so that they can create the appropriate learning experiences to improve the teaching and the educational process, relationship development and social learning, in the fields of formal, non-formal and informal education across the human age spectrum.
- To use specialized knowledge about the interaction of the social brain with the cognitive, emotional and social skills of adolescents and adults, so that they can more effectively support the cultivation of values, the process of learning, the manifestation of positive behaviours and problem solving.
- To recognize the biological and social basis of learning to utilize it in matters of special learning needs and differentiated teaching.

SKILLS

- To integrate the research results from Social Neuroscience into the education of children and adults, as well as into socio-pedagogical interventions, seeking to improve the level of education provided and the quality of life of the school class, the school and the wider community, upgrading the role of the trainer of children and adults, the school and the educational institution in general.
- To produce new knowledge through the study of interactions, interdisciplinary interdependencies and interconnections of biological mechanisms, ethics and the

pedagogical and social processes of man, for the effective treatment of problems in various fields of education and social action.

ABILITIES

- To creatively utilize the dimensions and possibilities of the interdisciplinary synergy of Education, Social Pedagogy and Social Neuroscience in the production of educational and social policy.
- To develop the specialized knowledge and skills they have acquired, pursuing further interdisciplinary connections, for the effective solution of socio-pedagogical problems; to also pursue their own scientific extroversion and personal development, through the formulation of new ideas and innovative processes for the improvement and change of educational and social conditions.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

General abilities that the course aims for the students to acquire:

- Design and implementation of socio-pedagogical programmes and interventions using Social Neuroscience.
- Making decisions, dealing with crises and preventing and solving socio-pedagogical problems.
- Design - programming and implementation of socio-pedagogical research.
- Production of free, creative thinking and new research ideas.
- Group and autonomous work
- Creation of socio-pedagogical tools that include neuroscientific data.
- Effective treatment of socio-pedagogical problems
- Work in an interdisciplinary environment
- Work in an international environment

(3)MODULE SYLLABUS

The purpose of the course is the interdisciplinary utilization of the results of Social Neuroscience research in the educational and social practice and in the development of socio-pedagogical programmes and interventions.

In more detail, the aim is for students to acquire the skills to plan, implement and evaluate socio-pedagogical actions, interventions and programmes, considering research results from Social Neuroscience and studying the interactions and interconnections of human biological mechanisms and the pedagogical and social processes developed, so that they respond more effectively to the modern needs and challenges of the educational, pedagogical and social systems.

The main axes of the course are:

- Introduction to Strategic Planning and Programming– Different approaches – Utilization and Applications.
- Interdisciplinary connections of Social Pedagogy and Social Neuroscience.
- Research studies that utilize the interdisciplinary interconnection of Social Pedagogy and Social Neuroscience.

- Familiarity with the work of internationally renowned social neuroscientists. Analysis of the research results of their studies and applications in socio-pedagogical practice.
- Possibilities of exploiting the effects of biological, emotional, social and cultural factors (and the limitations they create): a) in the design of learning environments, b) in the development of educational strategies and teaching practices, c) in the formulation of educational and social policy, and d) more generally in the approach and improvement of educational processes and pedagogical and social phenomena.
- Methods and techniques that utilize Social Neuroscience to optimize the results of socio-pedagogical actions and programmes.
- Combined and effective treatment of specific psychosocial needs of individuals and groups and "educational" needs of society.
- Planning programmes and interventions through the application of research strategies, methods and techniques of Social Pedagogy in difficult educational conditions and the possibilities of utilizing social-neuroscientific data.
- Design, organization and implementation of socio-pedagogical interventions and programs in non-formal education areas.
- Evaluation tools for socio-pedagogical programmes and interventions, which utilize Social Neuroscience, in different areas (formal, non-formal and informal) education.
- Case studies and examples and their processing in cooperative and experiential learning groups (in each course).

The course includes experiential workshops - seminars and practical exercises.

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD Face to face, distant, online, etc.	Face to face
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: <ul style="list-style-type: none"> • Interactive Teaching, Lectures - presentations (PowerPoint, video, films, works of art, etc.), extensive use of ICT. (Through various forms) • Interactive and experiential learning, through the approach of the scientific work of renowned social neuroscientists Student Communication: Supporting of the learning process and mutual communication: Live Through the e-Class electronic platform (announcements, information, messages, documents, assignments, user groups, etc.).

<p>TEACHING PLANNER</p> <p><i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i></p> <p><i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i></p>	Activities	Semester Study Workload
	Interactive live teaching	36 hours (1,20 ECTS)
	Experiential Workshops - Seminars	33 hours (1,10 ECTS)
	Weekly log	12 hours (0,40 ECTS)
	A study of the education-related work of distinguished social neuroscientists	27 hours (0,90 ECTS)
	Intermediate assignments	33 hours (1,10 ECTS)
	Study and analysis of specialized Social Neuroscience literature	24 hours (0,80 ECTS)
	Final exculpatory assignment	60 hours (2,00 ECTS)
	Course Total	225 hours (7,50 ECTS)
	(30 hours of workload per credit unit)	
<p>ASSESSMENT</p> <p><i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>Throughout the course, the student's evaluation file is kept, which includes:</p> <ul style="list-style-type: none"> • Worksheet to check the understanding and consolidation of the lesson, during the interactive teaching. • Weekly recording and evaluation log. • Weekly (individual) assignments • Design and organization of socio-pedagogical interventions, utilizing interdisciplinary connections with Social Neuroscience to solve or prevent problems from occurring. • Team-collaborative Work. • Keys to formative self-assessments and group assessments. • Final summative essay (individual): Design and development of a socio-pedagogical programme, which utilizes research results from Social Neuroscience to address specific problems. 	

(5) RECOMMENDED-BIBLIOGRAPHY

Greek

Delors, J. (2002). *Εκπαίδευση: Ο θησαυρός που κρύβει μέσα της*. Έκθεση της Διεθνούς Επιτροπής για την Εκπαίδευση στον 21ο αιώνα (Μετάφραση: ομάδα εργασίας, Κ.Ε.Ε.). Αθήνα: Gutenberg.

- Καναβάκης, Μ. (2002). *Κοινωνική Παιδαγωγική: περιεχόμενο και ιστορική εξέλιξη*. Αθήνα: Εκδόσεις Παπαζήση.
- Κεκέ, Ι. (2004). Προς μια «Διαλεκτική Συνέργεια» των Επιστημών. Στο: Εξαρχάκος Θ. (επιμ.): *Με το βλέμμα στραμμένο στο μέλλον. Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης: Είκοσι χρόνια προσφοράς στην Επιστήμη, την Εκπαίδευση και την Κοινωνία*. σσ. 84 - 112. Αθήνα: Πανεπιστήμιο Αθηνών.
- Κεκέ, Ι. (2008). Κυβερνοσυστημικές προσεγγίσεις στην εκπαίδευση: Προς μια νέα συνθετική μοντελοποίηση. Στο: Αλεξόπουλος Α. & Αδαμίδης Ε. (επιμ.): *Συστημική Θεωρία και Πρακτική: Από τη συστημική θεώρηση του κοινωνικού κόσμου στη συστημικο-δυναμική του αναπαράσταση*. Κεφάλαιο 3: σσ. 57-89. Αθήνα: Κλειδάριθμος.
- Κουκουνάρας Λιάγκης, Μ. & Μυλωνάκου - Κεκέ, Η. (2020). Η διεπιστημονική συνέργεια της Θρησκευτικής Εκπαίδευσης (εκπαίδευση και έρευνα) και της Κοινωνικής Παιδαγωγικής για την ανάπτυξη ενός πεδίου έρευνας και θεωρίας. *Νέα Παιδεία*, 175, 23-41.
- Μυλωνάκου - Κεκέ, Η. (2021). *Κοινωνική Παιδαγωγική. Θεωρία και Πράξη*. Αθήνα: Εκδόσεις Παπαζήση.
- Χρηστάκης, Ν. Α. (2019). *Προσχέδιο. Οι εξελικτικές ρίζες μίας καλής κοινωνίας*. Αθήνα: Κάτοπτρο.
- Foreign**
- Amodio, D. M., & Cikara, M. (2021). The Social Neuroscience of Prejudice. *Annual Review of Psychology*, 72, 439–469.
- Banathy, B. H. (1995). Developing a systems view of education. *Educational Technology*, 35, (3), 53–57.
- Blakemore, S. (2010). The Developing Social Brain: Implications for Education. *Neuron*, 65, 744-747.
- Buchkremer, H. (2009). *Handbuch Sozialpädagogik: Ein Leitfaden in der sozialen Arbeit*. Darmstadt: WBG Wissenschaftliche Buchgesellschaft.
- Brandt, A. & Eagleman, D. (2017). *The Runaway Species: How Human Creativity Remakes the World*. New York: Catapult.
- Burns, D. (2007). *Systemic Action Research - A Strategy for Whole Systems Change*. Bristol: Policy Press.
- Cacioppo, S., & Cacioppo, J. T. (2020). *Introduction to Social Neuroscience*. Princeton University Press.

- Cacioppo, J. T., Visser, P. S., & Pickett, C. L. (2006). *Social Neuroscience: People Thinking about Thinking People*. London: MIT Press.
- Cameron, C. & Moss, P. (2011). *Social Pedagogy and Working with Children and Young People: Where Care and Education Meet*. London and Philadelphia: Jessica Kingsley Publishers.
- Carr, W. & Kemmis, St. (2010). Action Research as Critical Educational Science. In: Campbell, A. & Groundwater - Smith, S. (Eds.) *Action Research in Education- Fundamentals of Applied Research, Vol. II*. pp. 53 – 82. London: Thousand Oaks, California and New Delhi: Sage Publications.
- Checkland, P.B. (1995). *Systems Thinking, Systems Practice*. Chichester: John Wiley & Sons Ltd.
- Cozolino, L. (2013). *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom (The Norton Series on the Social Neuroscience of Education)*. London: W. W. Norton & Company.
- Cozolino, L. (2014). *The Neuroscience of Human Relationships: Attachment and the Developing Social Brain*. New York: W. W. Norton & Company.
- Decety, J. (2020). *The Social Brain: A Developmental Perspective*. Cambridge, MA: MIT Press
- Decety, J., & Cacioppo, J. T. (2011). *The Oxford Handbook of Social Neuroscience*. Oxford University Press.
- Dweck, C. (2012). *Mindset: Changing the way you think to fulfil your potential*. London: Robinson.
- Eagleman, D. (2015). *The Brain: The story of you*. New York: Pantheon Books.
- Eichsteller, G. (2010). The Notion of 'Haltung' in Social Pedagogy. *Children Webmag*. Available online: <http://www.childrenwebmag.com/articles/social-pedagogy/the-notion-of-'haltung-in-social-pedagogy>
- Eichsteller, G. & Holthoff, S. (2011). Conceptual Foundations of Social Pedagogy: A Transnational Perspective from Germany. In: Cameron, C. & Moss, P. (Eds.). *Social Pedagogy and Working with Children and Young People: Where Care and Education Meet*. 33-52. London and Philadelphia: Jessica Kingsley Publishers.
- Fullan, M. (2007). *The New Meaning of Educational Change*. New York: Teachers College Press.

- Gerdes, K. E., Segal, E. A., Jackson, K. F., & Mullins, J. L. (2011). Teaching Empathy: A Framework Rooted In Social Cognitive Neuroscience And Social Justice. *Journal of Social Work Education*, 47(1), 109-131.
- Giotsa, A. (2015). Social Psychology and Social Pedagogy. Their Interdisciplinarity in Group Counseling for Parents. *International Journal of Social Pedagogy*, 4 (1), 229-236.
- Hämäläinen, J. (2013). Defining Social Pedagogy: historical, theoretical and practical considerations. *British Journal of Social Work*, 45(3), 1022–1038.
- Immordino-Yang, M. H. (2011). Implications of Affective and Social Neuroscience for Educational Theory. *Educational Philosophy and Theory*, 43(1), 98-103.
- Immordino-Yang, M. H. (2015). *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience*. W. W. Norton, Incorporated.
- Immordino-Yang, M. H., & Damasio, A. (2007). We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education. *Mind, Brain, and Education*, 1(1), 3-10.
- Jung, H., & Huberman, A. (2018). An Unbiased View of Neural Networks: More than Meets the Eye. *Neuron*, 100, 5, 1019-1021.
- Klein, J. T. (2008). Evaluation of Interdisciplinary and Transdisciplinary Research: A Literature Review. *American Journal of Preventive Medicine* 35 (2 Supplement), S116–S123. Published by Elsevier.
- Koontz, H. & O' Donnell, C. (1976). *Management: A Systems and Contingency Analysis of the Managerial Functions*. New York: McGraw-Hill Inc
- Kornbeck, J. & Rosendal Jensen, N. (Eds.) (2012). *Social Pedagogy for the Entire Lifespan*. Volume II. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Kyriacou, C., Mylonakou – Keke, I. & Stephens, P. (2016). *Social Pedagogy and bullying in schools: The views of University Students in England, Greece and Norway*. *British Educational Research Journal*, 42(4), 631–645.
- Law, N. W. Y., & Tsang, H. W. C. (2019). Implications of Social Neuroscience for Learning Technology Research and Development. In T. D. Parsons, L. Lin, & D. Cockerham (Eds.), *Mind, Brain and Technology: Learning in the Age of Emerging Technologies* (pp. 161–176). Cham: Springer International Publishing.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.
- Mylonakou – Keke, I. (2012). Social and emotional education through sociopedagogical practices. *Procedia - Social and Behavioural Sciences*. Vol. 69, Elsevier p.p 169-176.

- Mylonakou - Keke, I. (2015a). The emergence of "Syn-epistemic Wholeness" from Dialectic Synergy of disciplines: A Transdisciplinary Social Pedagogic Model. *Creative Education*, 6 (17), 1890-1907.
- Mylonakou - Keke, I. (2015b). Social Pedagogy and School Community. Preventing bullying in schools and dealing with diversity: Two sides of the same coin. *International Journal of Social Pedagogy*, 4 (1), 65-84.
- Mylonakou - Keke, I. (2018). A Social Pedagogical Intervention Model (Spim4Rest): A Human Rights Education Model for Refugee Children and Families. In: Giotsa, A. Z. (Ed.) *Human Rights in a Changing World: Research and Applied Approaches*, pp.121-138. New York: Nova Science Publishers.
- Olson, K. (2012). *The Invisible Classroom: Relationships, Neuroscience, and Mindfulness at Work in School*. London: W. W. Norton.
- Pahl, N. & Richter, A. (2007). *Swot Analysis - Idea, Methodology and a Practical Approach*. Munich: GRIN Verlag.
- Petrie P. (2015). Social Justice and Social Pedagogy. In: Cooper C., Gormally S. & Hughes G. (Eds.) *Socially Just, Radical Alternatives for Education and Youth Work Practice: Re-Imagining Ways of Working with Young People*, 85-106. London: Palgrave Macmillan.
- Sebastian, C. L., Tan, G. C., Roiser, J. P., Viding, E., Dumontheil, I., & Blakemore, S.-J. (2011). Developmental influences on the neural bases of responses to social rejection: Implications of social neuroscience for education. *NeuroImage*, 57(3), 686-694.
- Senge, P. M. (2006). *The Fifth Discipline. The Art & Practice of the Learning Organization*. London: Random House Business Books.
- Suarez - Balcazar, Y. & Harper, G. (Eds.) (2003). *Empowerment and Participatory Evaluation in Community Intervention: Multiple Benefits*. New York: Haworth Press.
- Vassiliadou, M. S. (2004). *Mental Health Promotion and Education. EPICTETUS: Axiological Cognitive Educational Strategies (ACES)*. London: Educational Trust for Health Improvement through Cognitive Strategies.
- Winman, T. (2020). The Role of Social Pedagogy in a Digitalized Society. *The Educational Review, USA*, 4(3), 81-92.

Related scientific journals:

- Social Neuroscience
- Educational Neuroscience
- International Journal of Social Pedagogy
- European Journal of Social Education
- British Educational Research Journal

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	YE01	SEMESTER	3rd
MODULE NAME	Psychosocial Health and Education		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
	3	7,5	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation, skill development</i>	General Knowledge Skills Development		
PREREQUISITES	No		
TEACHING AND EXAM LANGUAGE	Greek		
IS THE MODULE AVAILABLE TO ERASMUS	No		
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU938/		

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.*
- *And Appendix B: A comprehensive guide in writing Learning Outcomes.*

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- Clarification and study of concepts related to the interconnection of psychosocial health and education.
- Knowledge of psychosocial health pathology, e.g., personality disorders and relationship problems.
- Knowledge about the implementation and effectiveness of evaluative interventions that contribute to psychosocial health.

SKILLS

The development of evaluative skills related to the three levels of actions is expected:

1. the individual (protection of the individual's psychosocial health, empowerment, self-efficacy)
2. the interpersonal and community (cultivation and development of social mutual support skills and strengthening of social cohesion)
3. the social (alleviating the mechanisms of marginalization and social exclusion of individuals and special groups of the population who are in a disadvantaged position).

ABILITIES

- Students are expected to be able to design and complete research studies with the objectives of a) the investigation and highlighting of interventions that contribute to the strengthening of psychosocial health, b) the design of effective strategies for the development of psychosocial education throughout the human age spectrum.
- To be able to combine the acquired knowledge and the results of contemporary research in order to pose new specific research questions.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Search, analysis and synthesis of data and information, using the necessary technologies.
- Adaptation to new situations
- Autonomous work
- Work in an international environment
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues.
- Exercise of criticism and self-criticism
- Promotion of free, creative and inductive thinking

(3) MODULE SYLLABUS

1. PSYCHOSOCIAL HEALTH AND EDUCATION: DEFINITIONS, CORRELATIONS
2. EVALUATION, ADJUSTMENT AND SOCIALIZATION
3. PRINCIPLES OF FUNCTIONAL ASSESSMENT: MEDICAL BIO-PSYCHO-SOCIAL MODEL
4. PSYCHOSOCIAL CRISES AND MENTAL HEALTH
5. PERSONALITY DISORDERS AND PSYCHOSOCIAL HEALTH
6. MOBBING: BASIC ELEMENTS AND PRINCIPLES OF ADDRESS
7. PRINCIPLES OF MANAGING PSYCHOSOCIAL CRISES (DEPRECIATION, MOURNING, LOSS)

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD <i>Face to face, distant, online, etc.</i>	Interactive Lectures face-to-face and remotely	
USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES <i>The use of ICT in the learning process, workshops, and communication with the students.</i>	Lectures: <ul style="list-style-type: none"> Interactive teaching, Lectures - presentations (PowerPoint, video, etc.) Short assignments – student studies on cutting edge issues. Student Communication: Through the e-Class electronic platform (announcements, information, messages, documents, assignments, user groups, etc.).	
TEACHING PLANNER <i>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</i> <i>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</i>	Activities	Semester Study Workload
	Lectures – interactive teaching	36 hours (1,20 ECTS)
	Experiential seminars - field exercise	60 hours (2,00 ECTS)
	Study and analysis of specialized literature	36 hours (1,20 ECTS)
	Individual study of analysis and editing of a scientific article - Tutorial	33 hours (1,10)
	Final exculpatory work	60 hours (2,00 ECTS)
	Course Total	225 hours (7,50 ECTS)
	(30 hours of study per ECTS)	
ASSESSMENT <i>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</i> <i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	Assessment Language: Greek <ol style="list-style-type: none"> Oral discussion of examples and application of role-playing methods to examine the students' knowledge regarding a) the recognition of basic principles of the connection between psychosocial health and education, b) the pathology of psychosocial health, e.g., personality disorders and relationship problems, c) effectiveness of evaluative interventions that contribute to psychosocial health. Oral discussion of examples and application of role-playing methods to examine the adequacy of knowledge and development of evaluative skills related to the three levels of actions: a) the individual, b) the interpersonal and the community c) the social Final exculpatory work that examines: 	

	<ol style="list-style-type: none"> a. Students' abilities to design and complete research studies to identify appropriate ways to protect and enhance psychosocial health. b. Students' abilities to combine acquired knowledge with newer research data, and to pose new specialized research questions.
--	---

(5) RECOMMENDED-BIBLIOGRAPHY

<ul style="list-style-type: none"> • Allemand M., Steiger A., Fend H. (2015) Empathy Development in Adolescence Predicts Social Competencies in Adulthood, <i>Journal of Personality</i>, 83:2 • Anckarsater H, Stahlberg O, Larson T, et al. (2006) The impact of ADHD and autism spectrum disorders on temperament, character, and personality development, <i>Am J Psychiatry</i>, 163: 1239–1244. • Eisenberg, N., Cumberland, A., Guthrie, I., Murphy, B., Shepard, S. (2005) Age changes in prosocial responding and moral reasoning in adolescence and early adulthood, <i>Journal of Research in Adolescence</i>, 15: 235–260 • McKune, S., Acosta, D., Diaz, N. et al. (2021) Psychosocial health of school-aged children during the initial COVID-19 safer-at-home school mandates in Florida: a cross-sectional study. <i>BMC Public Health</i> 21: 603 • Mujtaba, B., Senathip T. (2020) Workplace Mobbing and the Role of Human Resources Management, <i>Business Ethics and Leadership</i>, 4: 17-34 • Owen, D., Davidson J. (2009) Hubris syndrome: An acquired personality disorder? <i>Brain</i>: 132; 1396–1406 • Pemment J. (2013) The neurobiology of antisocial personality disorder: The quest for rehabilitation and treatment, <i>Journal of Aggression and Violent Behavior</i>, 18: 79–82 • Potte, R. et al (2019) Analytical review of the Australian policy context for work-related psychological health and psychosocial risks, <i>Safety Science</i>, 111: 37-48 • Sischka P. (2018) Workplace bullying: Validation of a measurement and the role of competition, passive avoidant leadership style, psychological contract violation and basic need frustration, Dissertation: Université du Luxembourg (Defence held on 22/06/2018 in Luxembourg) • Skodol A., Johnson J., Cohen P, et al. (2007) Personality disorder and impaired functioning from adolescence to adulthood. <i>Br J Psychiatry</i>, 190: 415–420 • Vassiliadou, M. (2005) Mental Health Promotion and Education, “Epictetus”: Axiological Cognitive Strategies, Educational Trust for Health Improvement through Cognitive Strategies, London
--

- Vassiliadou, M., Bergiannaki, I., Tomaras V. (2014) Axiological Anthropology: A Model Integrative Approach to Mental Health Promotion, in C. Soldatos et al "Pluralism in Psychiatry", World Psychiatric Association (WPA): Medimond International Proceedings, 249-251
- C. Kontogianni, E., Vassiliadou, M., Papageorgiou (2015) Addressing Bereavement in individuals living with HIV/AIDS: Promotion of Adaptation Skills, in C. Soldatos et al "Pluralism in Psychiatry", World Psychiatric Association (WPA): Medimond International Proceedings, 121-123
- Vassiliadou, M. (2006) Mental Health Promotion and Personality Disorders: The Axiological Model, Jason Publ.,
- Wilhelm, M., Bekkers, R. (2010) Helping behavior, dispositional empathic concern, and the principle of care. Social Psychology Quarterly, 73: 11-32
- Zarrett, N., Eccles, J. (2006). The passage to adulthood: Challenges of late adolescence. New Directions for Youth Development, 111: 13-28

Related scientific journals:

- Journal of psychology of education
- Journal of Personality
- Journal of Counseling Psychology
- Business Ethics and Leadership
- Personality and Social Psychology Bulletin
- Psychological medicine
- Quarterly Journal of Education Studies

MODULE OUTLINE

(1) GENERAL

SCHOOLS	EDUCATION, MEDICINE, SCIENCE		
FACILITATED BY	DEPARTMENT OF PEDAGOGY AND PRIMARY EDUCATION		
DEGREE	Postgraduate (M.Sc.)		
MODULE CODE	YE02	SEMESTER	3rd (Elective)
MODULE NAME	Communication, Interpersonal Relations and Group Dynamics		
INDEPENDENT LEARNING ACTIVITIES <i>in case the credits are awarded in separate parts in the module e.g., Lectures, Labs, Workshops, etc. If the credits are awarded uniformly for the entire module, enter the weekly teaching hours and total credits</i>	WEEKLY TEACHING HOURS	ECTS	
	3	7,5	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (4).</i>			
MODULE TYPE <i>general background, expertise background, general knowledge specialisation. skill development</i>	General background Skills Development		

PREREQUISITES	No
TEACHING AND EXAM LANGUAGE	Greek
IS THE MODULE AVAILABLE TO ERASMUS	No
E-CLASS (URL)	https://eclass.uoa.gr/courses/PRIMEDU930/

(2) LEARNING OUTCOMES

Learning Outcomes

Description of the learning outcomes of the module, the specific knowledge, skills, and abilities of an appropriate level that the students will acquire after the successful completion of the module. Consult Appendix A:

- *Description of the Level of Learning Outcomes for each course of study according to the Qualifications Framework of the European Higher Education Standards.*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning.*
- *And Appendix B: A comprehensive guide in writing Learning Outcomes.*

After the successful completion of the module, the students will be trained in the following:

KNOWLEDGE

- Understand, assimilate, describe and define the basic concepts of general systems theory.
- Understand, synthesize and assimilate key concepts and principles of the theory of archetypes and psychological types in Carl Jung's Analytical Psychology, which they can incorporate into group work.

SKILLS

- Familiarize themselves with and apply the various systemic approaches and techniques in the various environments (school, family, community).
- Familiarize themselves with the inner dynamics of archetypal and unconscious dynamics that govern interpersonal relationships so that they can perceive different psychological and professional types, as well as deficit or conflict situations in the subsets of smaller social or educational groups.

ABILITIES

- Promote in various ways the cooperation and communication of the various systems such as school-family cooperation.
- To analyze specialized cases.
- Adequately use knowledge and skills in cultivating communication and improving interpersonal relationships in various settings.
- Adequately use knowledge and skills in managing crisis situations.
- Promote and maintain harmonious relationships between students and between the teacher and students despite the diversity of psychological types.
- In cases of conflict or deficit situations, aim to smooth out differences and correct deficit relationships, showing empathy and a deeper understanding of problems in interpersonal relationships.
- They seek to detect the largely unconscious dynamics that govern the parent-child relationship, which is also transferred to the school environment, in such a way that, avoiding aggravation, they aim at creative and potentially therapeutic communication between student and teacher.

General Skills

Considering the general skills that the graduate must have acquired (as listed in the Diploma Appendix and listed below) to which of them this module aims at?

Search, analysis and synthesis of data and information, using the necessary technologies.

Adaptation to new situations.

Decision making.

Work alone.

Teamwork.

Work in international environments.

Work in interdisciplinary environments.

Generating new research ideas.

Project planning and management.

Understanding towards diversity and multiculturalism.

Respect for the natural environment.

Demonstrating social, professional, and ethical responsibility and empathy to gender issues.

Demonstrate critical thinking and reflection.

Promote the free, creative, and inductive thinking.

.....

Other...

- Decision making
- Independent work
- Groupwork
- Project planning and management
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism
- Organization of Research Process
- School-Family-Community Collaboration
- Maintaining smooth interpersonal relationships
- Organization of activities based on the variety of psychological and professional types.
- Management of personal or family conflicts
- Ability to maintain balance and creative collaboration of different personalities with varied professional orientation

(3) MODULE SYLLABUS

- Evolution of general systems theory at the Greek and international level.
- Systemic approaches-Theory and Practice.
- Application of systemic theory in the classroom.
- Managing difficult situations in the classroom.
- Basic concepts of the theory of archetypes and the theory of psychological types of Carl Jung.
- Basic concepts of neurophysiological structures involved in the learning process.
- Combining archetypal theory with neurophysiology and highlighting the multiplicity of factors in the process of both mental development and learning.
- Detection of unconscious conflicts and prejudices in the school class group

(4) LEARNING AND TEACHING METHODS - ASSESSMENT

TEACHING METHOD

Face to face, distant, online, etc.

- Interactive Lectures.
- Face to face
- Tutorial exercises in groups
- Individual and group assignments.

<div>USE OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGIES</div> <div>The use of ICT in the learning process, workshops, and communication with the students.</div>	<div>Lectures:</div> <ul style="list-style-type: none">Interactive teaching, Lectures - presentations (PowerPoint, video, etc.)Short assignments – student studies on cutting edge issues <div>Student Communication:</div> <div>Through the e-Class electronic platform (announcements, information, messages, documents, assignments, user groups, etc.).</div>																			
<div>TEACHING PLANNER</div> <div>Detailed description of the teaching methods, lectures, seminars, workshop, assignments, practice, study bibliography, tutoring, placement, clinical practice, art workshops, interactive teaching, educational visits, projects, dissertations, creativity, etc.</div> <div>State the study hours required from the students for each learning activity, including the non-guided study hours according to ECTS standards.</div>	<table><tr><th>Activities</th><th>Semester Study Workload</th></tr><tr><td>Lectures – live interactive teaching</td><td>36 hours (1,20 ECTS)</td></tr><tr><td>Seminars - Workshops</td><td>12 hours (0,40 ECTS)</td></tr><tr><td>Study and analysis of specialized literature</td><td>33 hours (1,10 ECTS)</td></tr><tr><td>Individual work / study</td><td>40 hours (1,30 ECTS)</td></tr><tr><td>Group assignments</td><td>36 hours (1,20 ECTS)</td></tr><tr><td>Final exculpatory assignment</td><td>68 hours (2,30 ECTS)</td></tr><tr><td>Course Total</td><td>225 hours (7,50 ECTS)</td></tr><tr><td>(30 hours of workload per credit unit)</td><td></td></tr></table>	Activities	Semester Study Workload	Lectures – live interactive teaching	36 hours (1,20 ECTS)	Seminars - Workshops	12 hours (0,40 ECTS)	Study and analysis of specialized literature	33 hours (1,10 ECTS)	Individual work / study	40 hours (1,30 ECTS)	Group assignments	36 hours (1,20 ECTS)	Final exculpatory assignment	68 hours (2,30 ECTS)	Course Total	225 hours (7,50 ECTS)	(30 hours of workload per credit unit)		
Activities	Semester Study Workload																			
Lectures – live interactive teaching	36 hours (1,20 ECTS)																			
Seminars - Workshops	12 hours (0,40 ECTS)																			
Study and analysis of specialized literature	33 hours (1,10 ECTS)																			
Individual work / study	40 hours (1,30 ECTS)																			
Group assignments	36 hours (1,20 ECTS)																			
Final exculpatory assignment	68 hours (2,30 ECTS)																			
Course Total	225 hours (7,50 ECTS)																			
(30 hours of workload per credit unit)																				
<div>ASSESSMENT</div> <div>Assessment Process Description: Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay, Problem Solving, Written Assignment, Report, Oral Examination, Presentation, Laboratory Work, Clinical Work, Artistic Interpretation, Other.</div> <div>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</div>	<ul style="list-style-type: none">Intermediate assignments (individual and group)Presentations of workFinal summative essay																			

(5) RECOMMENDED-BIBLIOGRAPHY

<ul style="list-style-type: none"> Γεωργίου, Σ. (2011). Σχέση σχολείου-οικογένειας και ανάπτυξη του παιδιού. Εκδόσεις Διάδραση. Γεωργίου, Σ. (2005). Ψυχολογία των Οικογενειακών Συστημάτων. Εκδόσεις Ατραπός. Γιώτσα, Α. (2017). Η Συναισθηματική Ζεστασιά [Ronald Rohner]. Αθήνα: Εκδόσεις Gutenberg. ISBN:978-960-01-1806-3 Γιώτσα, Α. (2013). Κοινωνική Ψυχολογία. [Baron, R., Branscombe, N. & Byrne, D.]. Εκδόσεις: Ίων. ISBN: 978-960-508-063-1. Georgas, J., Berry, J., van de Vijver, F., Kagitcibasi, C., & Poortinga, Y. (2006), Families across cultures. A 30 nation Psychological study. Cambridge: Cambridge University Press. Giotso, A. (2014). Psychological and Educational Approaches in Times of Crises – Exploring New Data. Untested Ideas Research Center. New York: Niagara Falls. ISBN 978-1-62520-027-3. Goldenberg@Goldenberg (2005). Οικογενειακή Θεραπεία. Εκδόσεις Ίων.

- Gottman, J., (2011), Η συναισθηματική νοημοσύνη των παιδιών. Εκδόσεις Πεδίο.
- Jung, C. G., (1921/1971) Psychological Types. The Collected Works of C. G. Jung, Vol. 6, Bollingen Series XX .
- Jung, C. G. (2008). Τέσσερα αρχέτυπα: Μητέρα, αναγέννηση, πνεύμα, κατεργάρης. Αθήνα: Ιάμβλιχος.
- Jung, C. G. (2014). Collected Works of C.G. Jung. Sir H. Read, M. Fordham, G. Adler, W. McGuire (Eds.) trans. R.F.C. Hull Princeton, NJ: Princeton University Press,
- Μυλωνάκου –Κεκέ (2019). Σχολείο, Οικογένεια και Κοινότητα: Συνεργασία, Ενδυνάμωση και Ανάπτυξη. Αθήνα: Αρμός.
- Παπαδιώτη-Αθανασίου, Β., (2014), Οικογένεια και όρια. Συστημική Προσέγγιση. Εκδόσεις Τόπος.
- Ρήγα, Α.Β. (2012). Η οικογένεια στην Ελλάδα σήμερα. Εκδόσεις Πεδίο.
- Rohner, R. (2017). Η Συναισθηματική Ζεστασιά [Επιμ. Α. Γιώτσα]. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.
- Τύμπας, Γρ. Χρ. (2018). Ροϋς Αυτόγνωσίας. Ίχνηλατώντας Ρίζες Ψυχικής Παθολογίας καὶ Ταυτότητος. Αθήνα: Εκδόσεις Αρμός,

Master's Thesis



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
— ΙΔΡΥΘΕΝ ΤΟ 1837 —

Department of Pedagogy and Primary Education
School of Medicine Department of Biology



Δ.Π.Μ.Σ. Κοινωνική Νευροεπιστήμη,
Κοινωνική Παιδαγωγική και Εκπαίδευση
[Social Neuroscience, Social Pedagogy
and Education]

Joint Postgraduate Programme

«Social Neuroscience, Social Pedagogy and Education»

Master's Thesis Drafting Guidelines

Supervisor:

Marios Koukounaras Liagis, Iro Mylonakou – Keke

ATHENS 2023

This guide is intended to facilitate the students of the Interdepartmental Postgraduate Programme "Social Neuroscience, Social Pedagogy and Education" in the preparation of their master's thesis.

It includes the basic parameters that they need to consider when they start writing their thesis which must meet high academic criteria in order to be accepted and evaluated.

Copyright © Marios Koukounaras Liagis, Iro Mylonakou – Keke, 2023

All rights reserved.

1st printing: 2020

Guide Contents

1 Introduction

2. Types of Theses

2.1 Overview of Sources

2.2 Historical research

2.3 Empirical research

3. Stages of preparation of the master's thesis

3.1 Choice of topic

3.2 Appointment of a supervising professor

3.5 Submission of Research Memorandum

3.6 Agreement with the supervisor, posting in the e-class

and final approval of the matter by SE and EDE

3.5 Carrying out the survey

3.6 Writing the Thesis

3.6.1 Format of the Thesis

3.6.2 Structure of the Thesis

3.6.3 Confidentiality

3.6.4 Avoid plagiarism

3.7 Completion of Thesis

3.8 Presentation/Support of the work

APPENDIX I

APPENDIX II

APPENDIX III

APPENDIX IV

APPENDIX V

APPENDIX VI

1. Introduction

This guide includes what every postgraduate student, who is invited as part of the studies, to the Interdepartmental Postgraduate Program "Social Neuroscience, Social Pedagogy and Education" (Social Neuroscience, Social Pedagogy and Education) should know in order to prepare a master's thesis based on the application of scientific theories and methods, which was taught during their studies.

The research and writing of the paper are essentially a deepening of a specific issue, in which the students will immerse themselves, gaining more knowledge and experiences, through research.

This subject will **necessarily be related to the two pillars of the Postgraduate programme, primarily to Social Pedagogy**, as well as to **Social Neuroscience** and to other sciences and fields (depending on the choice of topic), with which interdisciplinary connections will be made.

It is clarified that **Social Pedagogy** will need to not be just a reference (in the form of a chapter or sub-chapter) in the thesis, but beyond the presence of said chapter the connection with the dimensions of Social Pedagogy and with the socio-pedagogical perception throughout the body of the thesis (theoretical and research part and certainly in the discussion of the results and the conclusions) should be clear and obvious.

This is a necessary condition for the approval of the thesis, given that upon completion of the studies the student acquires the title of **social pedagogue**.

The student's decision on the purpose, objectives and questions of the research determines the method and type of the thesis. That is, whether it will be a literature review, historical research or empirical research (quantitative, qualitative, mixed).

2. Types of Theses

2.1. Literature Review

It does not constitute the bibliographic review that is required in every master's thesis, in order to include each research in its general context, i.e., what is known and what is unknown regarding the subject, in which the research is included.

It is a critical analysis of the literature, which has the following characteristics: a) uses research that is current enough to be applicable, b) relies more on primary sources than on secondary publications and opinions, c) offers a critical and analytical view of the existing literature, recognizing the strengths and various weaknesses of previous research on the topic, d) it is balanced, i.e. it presents the different opinions or all opinions, e) it documents the need for conducting the specific research and the reason why the research is important.

It is a given that it is a choice, only when the purpose of the research requires the researcher to categorize, compare, analyse, critically evaluate, meta-analyse, etc. the existing literature, stages that should be followed consistently as a necessary condition for the approval of the work.

2.2. Historical research

It focuses on a particular topic, incident or phenomenon, such as the history of Social Pedagogy in Europe. For the historical study, primary sources, written documents, oral narratives, archives, etc., are used, but also secondary sources in the bibliographic review of the research. It can be a qualitative and quantitative research, since some sources offer quantitative data, e.g., the appointments of social pedagogues in Germany, in the last 25 years. A very well organized and systematic research methodology is required, as in the literature review.

2.3. Empirical research

It is based on the design and development of research, through the collection of primary data, these can be quantitative, qualitative or mixed. It results from the study of the literature and the need that the student finds for further research on a topic/question/case. It then includes a) the development of the problem (questions, hypotheses, research purpose), b) the choice of methodology (quantitative, qualitative, mixed), the method or methods of data collection, method/s of data analysis in order to document the research questions, or the testing of hypotheses or both, c) drawing up a schedule, d) collecting, processing data, e) analyzing the results and their scientific documentation for the scientific community.

Research can be sample questionnaire research, correlational/control research, experimental or quasi-experimental, single case, case study, ethnographic, grounded theory, action research, narrative research, etc.

3. Stages of preparation of the thesis

After completing the course, i.e., after the end of their three-semester studies, the students have at their disposal, exclusively, up to one semester to follow the following stages and take on a topic for the preparation of a thesis. Only for documented serious reasons, the student may apply to the Postgraduate's Coordinating Committee for a suspension of the submission of the thesis, but not for the process of taking up the subject.

The master's thesis work is individual **and cannot be done in a group.**

3.1. Selection of Subject

The choice of the subject of the thesis constitutes the beginning of the work and is therefore decisive for the whole process. The topic initially arises from the interests of the student. Ideas for this can be generated by the Postgraduate's courses, notes, workshops, internships, lectures and discussions, as well as work that students may have done in them. Also, articles, books that are valid and reliable can offer many ideas for comparative research, for reliable research tools and for original applications.

ATTENTION: As mentioned above, the thesis **must necessarily be related to the two pillars of the Postgraduate**, mainly with Social Pedagogy but also with Social Neuroscience. Especially the interconnection of the topic with Social **Pedagogy should not be treated fragmentarily** and as a "patch" in the thesis text, but the fundamental socio-pedagogical dimensions and the interdisciplinary connections of the topic with Social Pedagogy should be highlighted throughout the thesis (in the theoretical part, in the research part, in the results and in the discussion).

This is a necessary condition for the approval of the thesis (see also 1. Introduction hereof).

3.2. Designation of a supervising professor

The Coordinating Committee of the Postgraduate appoints the supervisor and the members of the Three-Member Committee for the examination of diplomatic theses, whose appointment is validated by the Special Interdepartmental Committee.

For the convenience of the students, the following possibility has been provided: Depending on the choice of subject, the student proceeds to choose the supervising

professor from among those who teach at the Postgraduate (courses or workshops or Internships, etc.) and are members of the faculty, EDIP or EEP. Each professor can supervise up to 5 theses. In any case, the subject must be related to the scientific interests of the professor and to Social Pedagogy. The scientific interests of the professors arise from the courses they teach and from their general research interests, which can be found in their work biography.

3.3. Submission of Research Memorandum

In order to finalize the cooperation with the supervisor, the following must be followed:

First, submitting a research memorandum to the professor via email.

The Memorandum of the thesis must include:

- a) Bibliographic Review** on the subject,
- b) Initial proposed title.** The title includes the concepts being studied and their possible relationship.
- c) Purpose and objectives of the research, research question/s and/or research case/s.** The aim and objectives include an analytical and clear formulation of the directions of the research and mention of the specific fields to be studied and the general pursuit of the researcher.
- d) Research methodology** with clear reference to type and method (quantitative, qualitative, mixed).
- e) Sample- Sampling of the research, determined by the methodology.** Probability sampling in quantitative, convenience or theoretical sampling in qualitative.
- f) Research Tools for data** collection (Questionnaire, Interview (individual / group / focus group-structured /semi-structured /unstructured), reports-records diary, observation, narratives, role playing, etc.).
- g) Analysis of research data.** Statistical analysis in quantitative and content analysis, thematic analysis and discourse analysis, alternative methods in qualitative research.
- h) Necessity of the research.** The reasons that make the thesis necessary are highlighted. Necessity is documented, when a theoretical gap is established, proposals of other researchers, with evidence that testifies to the lack of research on the subject or from the conflicting conclusions of another research.

i) Significance and originality of the research. The reasons why the researcher considers why the problem to be investigated is important and original are stated, and they support their position with the opinions of experts who have already dealt with the subject. It refers to the potential contribution the results will make to science, society or other fields. It is also additionally documented: a) by the inclusion of the specific topic in the priorities of universities, research institutes, organizations, etc., b) by the practical importance of the results for education or society more broadly, c) in socio-pedagogical terms by the importance in prevention or in solving a problem and the importance to the community and/or society.

j) Schedule that includes all stages up to and including the support of the thesis.

k) Limitations of the research

The Research Memorandum is evaluated based on specific criteria (See Appendix II)

3.4. Agreement with the supervisor, posting in the e-classroom and final approval of the subject by the Steering Committee and the Special Interdepartmental Committee

After the agreement with the supervisor, the student must apply for the approval of the subject and the appointment of a three-member committee to the Coordinating Committee of the Postgraduate. In the application, the title of the thesis, an abstract (up to 300 words) and up to 5 keywords are mentioned and the Research Memorandum, which has been previously agreed with the supervisor, is attached. The Coordinating Committee of the Postgraduate confirms the supervisor, appoints the members of the three-member evaluation committee (which includes the supervisor), and the validation by the Special Interdepartmental Committee (SEC) follows.

This phase is completed with by informing the student about the start of the process.

3.5. Carrying out the research.

In accordance with the Research Memorandum and the support of the supervisor, the researcher carries out the research and informs the supervisor at regular intervals, as determined by them.

3.6. Writing the thesis.

The thesis can be written gradually during the research. Its extent varies and depends on various factors, such as the topic, the type of research, the methodology, etc. A key feature of all, however, is the coherence of its chapters, which (have a beginning, middle

and end and) are linked to the title of the thesis and the research. That is, they definitely present the bibliographic overview of the concepts of the title, investigations of their possible relationship, as presented in the research plan, correlation with Social Pedagogy and Social Neuroscience and the continuous highlighting of the socio-pedagogical background and context during the research process. Specifically for research: identity and analytical presentation of the research process, results and conclusions that contribute to the understanding or development of science. The relationship between quantity and quality is not positive. This means that a research cannot be presented in forty pages while a lot of pages and verbiage are not required.

For these reasons, it is suggested that the size of the thesis be a minimum of 35,000 words and a maximum of 70,000 words, not including the Covers, Contents, Acknowledgments, Bibliographic References and Appendices and based on the specifications analysed below.

3.6.1. Format of the thesis

- The work is delivered in electronic format in a Word and pdf file and is printed on A4 paper, bound (e.g., with hot glue) in four (4) copies (three for the Committee and one for the Secretary).
- The main body is written in Times New Roman Greek font, with font size 12 points, with 1.5 line spacing, with 2 cm margins on each side of the page. Subheadings are 14-point bold and 13-point bold subheadings and 12-point smaller subheadings.
- If for research the supervisor gives other instructions, then there may be changes to the extend, only in terms of the maximum, of the thesis.
- The language should be clear and precise and references to many topics peripheral to the main concepts of the research, should be avoided.
- The length of a chapter cannot be less than eight pages, for this the work needs to have a structure that helps to understand as well as develop the scientific topic studied by the research.

3.6.2. Structure of Thesis

The master's thesis includes.

1) Cover in Greek on the first page with the following information:

-UOA logo

-Pedagogical Department of Elementary Education - Medical School - Biology
Department

- Interdepartmental Master's Program (MPS)
- Social Neuroscience, Social Pedagogy and Education
- Dissertation title
- Name of Author
- Examination Committee: Name of the Supervising Professor, and title (e.g. Associate Professor, Department, University) with reference to the supervision (Supervisor)
- Name and status of the two members of the Three-member Committee
- The Diploma Thesis was prepared at the DPMS for the awarding of a Postgraduate Diploma in Social Neuroscience, Social Pedagogy and Education of the UOA.
- Athens, month, year

The cover is not numbered

2) Cover in English on the next, odd numbered, page, i.e. the third.

- UOA English logo
- Department of Pedagogy and Primary Education - School of Medicine-
Department of Biology
- Interdepartmental Master's Degree Programme in "Social Neuroscience,
Social Pedagogy and Education"
- Thesis Title in English
- Author's Full Name in English
- Examination Committee:
(Members of the Three-member Evaluation Committee, all in English)
Name, Title, University (Supervisor)
Name, Qualification, University of the two members of the Three-member
Committee in English
- A Master's thesis submitted to the Interdepartmental Master Degree
Programme in "Social Neuroscience, Social Pedagogy and Education" at the
N.K.U.A. for the award of the Master of Science in Social Neuroscience, Social
Pedagogy and Education
- Athens, month, year

The cover is not numbered

3) Title page, author's name and names of three-member evaluation committee

4) DISCLAIMER

This thesis is submitted by its author as partial fulfillment of the requirements of the Interdepartmental master's Program in "Social Neuroscience, Social Pedagogy and Education" of the National and Kapodistrian University of Athens.

It is hereby declared that this thesis has been written.

by the signatory and has not been submitted or evaluated in any other context (e.g. another postgraduate or undergraduate degree, etc.), in Greece or abroad.

FULL NAME:

SIGNATURE:

5) Dedication (optional)

6) Contents

7) List of Tables, Figures, Graphs, etc., if any

8) Acknowledgments

9) Summary in Greek and 3-5 key words

10) Summary in English and 3-5 key words

11) Preface. The idea and the personal interest of the researcher are mentioned. Here, it is the only point where non-academic writing is also allowed, such as referring to personal reasons, influences or discussions, etc. for choosing the topic. You can mention how you came to be interested in this topic, what your motivations are, etc.

12) Introduction. In the Introduction (of the paper, not in the introduction of each chapter of the thesis) **the problem of the research should be developed.**

First, you present some general reflections on the topic, its relation to Social Pedagogy and, if possible, to Social Neuroscience.

Then you discuss:

- some issues of the theoretical search of the study, which led to the formation of the subject of the thesis,
- the formulation of the **main research question** (if you wish, you can also make a brief reference to the research hypotheses),
- the **relevant** scientific studies (if any),
- **the purpose and objectives of the research,**
- **the research methodology** (in brief),
- the justification of **the importance of the thesis**, with a clear reference to:
 - the elements of the **originality** of the thesis (what new elements does it bring)
 - its **contribution** (what it offers) to the scientific field.
- the structure of the thesis and a brief description of its chapters.

Usually the **Introduction** of the thesis (although it is presented first in the body of the thesis), **is written at the end**, after you have completed the theoretical and the research part, so you have the overall picture of your thesis. However, you can collect certain thoughts and facts and fill them in gradually, as they arise, during the thesis.

[ATTENTION: IN ANY TYPE OF THESIS CHOSEN, SEPARATION OF THEORETICAL AND RESEARCH PART IS NECESSARY]

13) THEORETICAL PART

This includes the Chapters of the theoretical framework of the thesis.

It includes a review of the literature on the research concepts (necessarily those mentioned in the title) and on the related research that has been done. The purpose of the review is to support the research and its need to be developed. This part also contributes to the analysis of the data. It is divided into individual Chapters according to the concepts of the title, the subject of the thesis and the objectives of the research.

It must include a separate chapter on Social Pedagogy (SP) and in the same or another chapter the interconnection of SP (dimensions, perceptions, priorities, etc.), with the subject of the thesis, needs to be sufficiently highlighted.

14) RESEARCH PART

This includes the Chapters of the research process of the thesis.

Adequate connection of Social Pedagogy with purpose, research questions, methodology, commentary on results, conclusions and discussion should be presented.

14a) A chapter is dedicated to Research Identity. The necessity and importance of the research (which has also been briefly mentioned in the Introduction) is recorded. Then, the purpose, objectives, questions (or hypotheses) of the research are mentioned. The research design follows. The methodology (the stages of qualitative research), the sampling, the method of data collection, the use of the research tools is documented, the intervention (if it was done) is analysed, the schedule, the ways of processing the research data are mentioned and explained in detail, and finally, the limitations of the research are presented.

14b) The next chapter is dedicated to the presentation and analysis of results. The results of the research are presented and interpreted, based on the purpose of the research and for each research question (or/ the research hypothesis), separately. The research results are presented and interpreted.

14c) The last chapter includes the synthesis of results and findings, discussion and critical evaluation of the research conclusions, which are related to other researches. Finally, suggestions are made for future research.

15) Each chapter begins with a short introduction and ends with a brief summary of what it covered.

16) Bibliography. List of bibliography used in the preparation of the paper and referred to in the text of the thesis. References are made using APA style (See Appendix).

17) Appendices. They are numbered with the Latin numbers I, II, III and so on, and include what contributes to the understanding of what the research involves, but does not need to be part of the main text e.g., the complete questionnaire, documents drafted and used, the interview questions, observation keys, secondary Tables and Graphs from the Statistical Analysis, etc.

For the continuous evaluation of the structure (attention to the consistent numbering of the chapters and sub-chapters of the Theoretical and then the Research part of the paper), the language (academic writing, impeccable spelling, etc.) and the presentation of the paper (visual validity)) a reflective tool is proposed to assist in the revisions and

reduction of indicated corrections by the Three-member Review Committee (see Appendix III).

3.6.3. Confidentiality

The Diplomatic Thesis does not mention names of people and names of companies, schools, etc. Letters and numbers are generally used for research participants, e.g. A1 or aliases. Specific toponyms are avoided. More general designations are used, e.g., West Primary School of Attica.

3.6.4. Avoiding plagiarism.

Plagiarism is observed when in the thesis the student presents ideas, phrases or suggestions of others as their own, without citing the sources from which they found them either intentionally or unintentionally.

The following cases of plagiarism are usually presented:

- 1)** copying word for word without quotes, without citations, without referencing of the sources / bibliography at the end.
- 2)** copy word for word without quotation marks, without citations, with correct referencing of the sources / bibliography at the end.
- 3)** copying word for word without quotes, with correct citations, with correct referencing of the sources / bibliography at the end (references)
- 4)** with a few words changed, no quotation marks, no citations, no referencing of the sources / bibliography at the end
- 5)** with a few words changed, without quotes, without citations, with correct referencing of the sources / bibliography at the end
- 6)** with a few words changed, without quotation marks, with correct citations, with correct referencing of the sources / bibliography at the end

In order to avoid plagiarism, the students a) devote time to writing and makes revisions correcting parts that are the result of plagiarism, b) check whether they have inadvertently omitted references, c) always mention the source they have studied primary or secondary and do not present secondary sources as primary, d) always record the source of the information so that when they use it they remember to cite it, d) use

quotation marks when copying verbatim, e) use full text in quotation marks when it is few words (up to 2 lines) and only when the author's original wording expresses the idea so well that no better wording is possible and f) always refer to the original source when paraphrasing text (not simply changing words or changing the order of words, but simplifying or summarizing a text in order to understand what the author is saying).

3.7. Completion of Thesis

The Diploma Thesis is expected to be completed within a period of up to twelve (12) months, after the appointment of the three-member evaluation committee. The students inform the supervisor by any suitable means, at regular intervals about the progress of the work, according to what has been set by the supervisor. Always with the consent of their supervisor, before the presentation/support, they communicate their thesis to the other two members of the Three-Member Committee in order to improve what the two members may point out.

In case of non-completion within the 12-month period of submission of the work, the student may request - with the consent of the supervisor - to the Coordinating Committee and finally with a decision of the Special Interdepartmental Committee, an extension for a specific period up to twelve (12) months, so that the total duration does not exceed twice the time of normal study (2X2 years).

If the work is not completed within the specified period, the student does not have the right to another extension and is not awarded the Postgraduate Diploma but a Certificate of Attendance of the Postgraduate courses and not a Certificate of Completion of Studies.

3.8. Presentation/Support and Evaluation of work

The thesis is evaluated after a public presentation/support, by the Three-member Evaluation Committee.

The public presentation and oral support of the thesis takes place on a specific day and time, which should have been announced (see Appendix VI), in the corresponding page on the Postgraduate's website, at least 8 days in advance. The student has a maximum of fifteen (15) minutes at their disposal. The presentation is based on the analysis of the main parts of the thesis, which is done with a ppt presentation, and the emphasis is on the research part.

Questions for the candidate from the Committee members follow the presentation.

Afterwards, the candidate leaves for a while and the Three-Member Committee, based on the criteria (see Appendix IV) deliberates and decides on the evaluation of the work. Finally, the student is called before the Committee and the result of the evaluation of the thesis is announced to them.

The thesis is considered successful, if it receives a grade from 5 - 10 (with the corresponding designation, good, very good and excellent).

If the thesis is evaluated with a grade below the base (5), then the student can resubmit the thesis in collaboration with the supervisor and with the same three-member committee. In the event that the thesis is evaluated the second time with a grade below the base (5), then the student does not have the right to another extension, and they are awarded only a Certificate of Attendance of the courses and not a Certificate of completion of studies.

In the event that corrections are requested by the Committee, the student undertakes to complete them within the time frame, set by the Committee.

In more detail, the procedure followed for students **whose thesis needs corrections** is as follows:

- 1) The candidate sends to the members of the Examining Committee the text of their thesis (in the time period defined according to the extent of the required corrections), having diligently dealt with all the corrections (marked with colour marking) which were recommended by the members of the Commission.
- 2) The Committee - within a period that does not exceed two months - sends the answers to the candidate.
- 3) The candidate prepares the final text (making missed corrections, where needed) and sends it to the members of the Committee.
- 4) The Committee (usually authorizes the Director of the Postgraduate), if everything is correct, sends a message to the Secretary, the Library and the candidate that the diploma is approved and can be posted on the "PERGAMOS" platform.

In any case, when the evaluation of the thesis is completed, the evaluation report is drawn up and signed by the Three-Member Committee, which is then submitted to the

Secretary of the Postgraduate and then the thesis is posted on the PERGAMOS platform (through a process that is always done in collaboration with the Postgraduate library) and the student submits an application for graduation and for the awarding of the Postgraduate Diploma.

Until the registration, the students, if they wish (after applying to the Secretary), can receive a Certificate of Completion of Studies at the Postgraduate, which is equivalent to the Diploma.

GUIDE APPENDICES

Appendix I Reference Guide

The APA STYLE bibliographic reference system (6th ed) must be used:

Bibliographic reference in the text:

It is in parentheses and, if necessary, includes the page number.

(Κεκές, 2006: 57-58).

Paraphrasing another author's text

Libraries historically highly value intellectual freedom and patron confidentiality (LaRue, 2007).

Paraphrasing another author's text

LaRue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

Reference to another author's full text

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological" (Gould & Brown, 1991, σ. 14).

Reference to the full text of another author with reference to the name

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological" (σ. 14).

Citation to a secondary source

When citing someone's work, which they have found as a reference to another author, then they cite both the primary and secondary sources.

In the following example Seidenberg and McClelland's study is cited in the article by Coltheart, Curtis, Atkins, & Haller.

Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) provided research with the perspective...

In the bibliography you cite the secondary source only:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100, 589-608.

In general, the bibliographic references at the end include only those references that are included in the text.

Article in a scientific journal, magazine, newspaper in print version:

Author, A. A., Author, B. B. & Author, G. G. (Year). Article title, *Journal*, xx, xxx-xxx.

One author

Williams, J. H. (2008). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

Two to seven authors (all listed)

Bain, J.D., Mills, C., Ballantyne, R. & J. Packer, (2002). Developing Reflection on Practice Through Journal Writing: impacts of variations in the focus and level of feedback, *Teachers and Teaching: theory and practice*, 8(2), 171-194.

Eight or more authors (the first six, ...and the last author are listed)

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J.-Y., Coatsworth, D., Lengua, L., Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.

Book, book chapter (edited) or conference proceedings, report:

Συγγραφέας, Α. Α., (Έτος). *Τίτλος*. Τόπος έκδοσης: Εκδότης.

One author

Κεκέξ, Ι. Ι. (2006). *Μεθοδολογία Επιστημονικής Εργασίας. Αξιοποίηση του Σωκρατικού Διαλόγου - Χρήση πηγών από το διαδίκτυο*. Αθήνα: Gutenberg.

More authors

Grain, J.D., Mills, C., Pearce, R. & J. Lawsons, (1993). *Education and Philosophy*. London, New York: Routledge.

Book translated from another language

Piaget, J. (1969). *The psychology of the child* (H. Weaver, Μεταφρ.). New York, NY: Basic Books.

Author/Organization, liaison, ministry, etc. who is also the publisher

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4η εκδ.). Washington, DC: Author.

Anonymous Author

Dorland's illustrated medical dictionary (3η εκδ.). (2007). Philadelphia, PA: Saunders.

Book Chapter or Conference Proceedings

Booth-LaForce, C., & Kerns, K. A. (2009). Child-parent attachment relationships, peer relationships, and peer-group functioning. Στο K. H. Rubin, W. M. Bukowski, & B. Laursen (Επιμ.), *Handbook of peer interactions, relationships, and groups* (σσ. 490-507). New York, NY: Guilford Press.

Article from ERIC (Institute of Education Sciences)

Shyyan, V., Thurlow, M., & Liu, K. (2005). *Student perceptions of instructional strategies: Voices of English language learners with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Ανακτήθηκε από τη βάση δεδομένων ERIC. (ED495903)

Article in a scientific journal, magazine, newspaper in an electronic version

General Format-Databases:

Author, A. A., Author, B. B. & Author, G. G. (Year). Article title, Journal, xx, xxx-xxx.
doi:xxxxxxxxx

Article from an electronic database

Note: Use the DOI (Digital Object Identifier), which is the code given by the publisher to the specific article.

Senior, B., & Swailes, S. (2007). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management*, 18, 138-153. doi:10.1111/j.1467-8551.2006.00507.x

Note: If there is no DOI, use the web page, URL (or web page address). Don't put a period at the end of the website address. Break the long URL before a punctuation mark.

Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2008). Violent victimization and the routine activities/lifestyle of active drug users. *Journal of Drug Issues*, 38, 1105-1137. Ανακτήθηκε από <http://www2.criminology.fsu.edu/~jdi/>

Article from an online journal

Lodewijx, H. F. M. (2001, May 23). Individual-group continuity in cooperation and competition under varying communication conditions. *Current Issues in Social Psychology*, 6(12), 166-182. Ανακτήθηκε από <http://www.uiowa.edu/~grp/proc/crisp/crisp.6.12.htm>

Other online sources:

Author, A. A. (Chronia). Job title. Retrieved from website

Report by NGO published online

Kenney, G. M., Cook, A., & Pelletier, J. (2009). *Prospects for reducing uninsured rates among children: How much can premium assistance programs help?* Ανακτήθηκε 25 11 2020 από Urban Institute website: <http://www.urban.org/url.cfm?ID=411823>

Report without author or date published online

GVU's 10th WWW user survey. (n.d.). Retrieved from http://www.cc.gatech.edu/user_surveys/survey-1998-10/

Website in parentheses (not specific website text)

Example:

Kidpsych is an excellent website for young children (<http://www.kidpsych.org>).

Appendix II

Research Paper Evaluation Criteria

	Evaluation criteria						
1	The work fulfils the specified requirements for a thesis and a Research Memorandum	0	1	2	3	4	5
2	The parts of the memorandum and their structure and content are linked with documentation in Social Pedagogy and Social Neuroscience, and sufficiently developed	0	1	2	3	4	5
3	The literature review is extensive, and the concepts are sufficiently developed	0	1	2	3	4	5
4	The literature review presents relevant researches from Greece and abroad that were mainly done after 2010 (with sufficient literature on Social Pedagogy)	0	1	2	3	4	5
5	The questions and/or hypotheses are formulated clearly and the positions are in line with contemporary knowledge on the specific topic that the diploma will examine, and are sufficiently connected to Social Pedagogy	0	1	2	3	4	5
6	The research methodology (qualitative or quantitative or mixed) is sound and has been adequately justified	0	1	2	3	4	5
7	Sampling and methods are appropriate to the purpose and questions of the research	0	1	2	3	4	5
8	The research tools presented correspond to the methodology, the sample and the time of application	0	1	2	3	4	5
9	The research tools have reliability, and this is analyzed (?)	0	1	2	3	4	5
10	How the data will be analysed (e.g., content analysis or statistical processing) and the control of the results is foreseen	0	1	2	3	4	5
11	The structure (as mentioned above and with the necessary separation of Theoretical and Research parts, consistent numbering of chapters and sub-chapters in the two parts), language and style of the text are appropriate (academic writing, spelling, etc.)	0	1	2	3	4	5
12	The proposal has a scientific, practical, innovative and socio-pedagogical utilization and application	0	1	2	3	4	5
13	Citations are made properly (APA) and the type and range of references allow understanding of the purpose of the text	0	1	2	3	4	5
14	The research can be carried out in the prevailing conditions	0	1	2	3	4	5
15	Risks and limitations have been considered	0	1	2	3	4	5
Total score		/75					

Appendix III

Thesis Review Criteria

Thesis Review		
Criteria *	YES	NO
1. Is the Introduction of the thesis complete? Do I state the research problem, purpose and importance of the study in the introductory part and are they sufficiently connected to Social Pedagogy and Social Neuroscience?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Is the connection with the dimensions of Social Pedagogy and with the socio-pedagogical concept, highlighted throughout the body of the diploma (theoretical and research and definitely in the discussion of the results and conclusions) and if possible, with Social Neuroscience?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Does my study present a clear and coherent thought process?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Does each paragraph really express a main idea?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Is there a logical connection between the paragraphs and a smooth transition from one to the next?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Did I avoid the error of repeating the same things over and over? Is there variety in the sentence structures I use?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Did I avoid the error of pulling too much information from one source?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Do I consistently cite all the sources (primary or secondary) I used? Are my references to other authors accurate and made appropriately?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. In the theoretical part I have written a separate chapter on Social Pedagogy, is its connection (dimensions, perceptions, priorities, etc.), with the subject of my diploma, sufficient? Have I made this connection	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

evident with the purpose, research questions, methodology, interpretation of results, conclusions and discussion?		
10. Does the study show my own position on the topic I am analysing and the contribution of my work, particularly in a socio-pedagogical context?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
11. Do the conclusions of my study flow from the points I developed in it?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
12. Does my study achieve its main purpose?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
13. As I read my thesis a second time, do I judge that the messages I want to convey are clear?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
14. Do I find my study interesting when I read it?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
15. Is the language I use my own? Have I made sure my writing is academic?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
16. Is the abstract representative of my work and complete? Is the English summary well edited?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
17. Have I corrected any grammatical and syntax errors in my study? Have I read my paper several times carefully, especially to correct spelling and typographical errors, so that my text is presented with visual validity [beginning of each chapter on a new page, appropriately sized chapter and subchapter headings, paragraphs and adequate text spacing, perfect spelling (given for editing, if necessary) etc.]? Finally, does it look good, according to the instructions, and is my study visually attractive?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

18. Is the numbering of the chapters and subsections of the Theoretical and the Research part of the paper consistent, as well as the numbering of the pages?		
19. Have I made the covers as prescribed in the Study Guide and placed the table of contents, Tables, Graphs, etc. the list of references and any appendices in the right place?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
20. Has my thesis consistently followed all the directions mentioned in the Postgraduate Thesis Preparation Guide? Is it the intended size? (30,000 - 70,000 words, excluding Covers, Table of Contents, Acknowledgments, Bibliography and Appendices);	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Appendix IV

Indicative Final Evaluation Standard * of Thesis

(It is based - to a great extent - on the standard of the Postgraduate in the Human Resources Administration of the Athens University of Economics)

Criteria	Grading				
	<5	5-6.9	7-7.9	8-8.9	9-10
Literature review	It does not rely on relative sources on the subject. Is fragmented and does not follow a structure. The data are not presented in a connective manner.	It is superficial and the content of sources is approached more descriptively, than critically. Important sources on the subject are missing. It is based on sources but no sufficient analysis has been done. The range of resources is greatly limited. No sufficient connections are made with the subject of choice	It relies on related to the subject sources. The sources used originate from a limited range of scientific journals. There are several important, for the subject, sources. A worthy effort is being made to discuss and connect literature analysis, but the connections with the selected topic could have been more powerful.	It relies on related to the subject matter sources, derived from a range of scientific journals. There are many, important for the subject, contemporary (post 2010) sources. The literature is analysed critically and connectively. Direct and sufficient connections with the selected topic are being made.	It relies on relevant to the subject contemporary (post-2010) sources, derived from wide range of scientific journals. The bibliography is analysed in depth as well as the conclusions from all important sources. Connections with the selected subject are absolutely clear and strong, while covering sufficiently all its aspects.
Identity of Research-Methodology	The methodological choices of the researcher (sample/participants, collection tools, data etc. or stages of qualitative research) are poorly described, while not documented and largely, are deemed inappropriate.	Important aspects of the methodological choices of the researcher, are described (sample/participants, collection tools, data etc. or stages of qualitative research) with several, however, omissions. The documentation of the methodologies of choice is debatable.	The methodological choices are considered suitable for the specific research and are satisfactory documented. Their important aspects are described (sample/participants, data collection tools etc. or stages of qualitative research) with small however, omissions.	The methodological choices are considered suitable for the specific research and are documented with clarity and adequacy. All aspects are described (sample / participants, data collection tools, etc. or stages of qualitative research), without	The methodological choices are considered suitable for the specific research and are accompanied by excellent documentation. Their aspects, (sample/participants, data collection tools, etc. or stages of qualitative research) are thoroughly described.

				obvious omissions.	
Analysis of Results-Conclusions	<p>The analysis of the data is inappropriate or superficial.</p> <p>Includes significant inconsistencies / contradictions and does not respond to research questions. The interpretations that attributed to results are undocumented.</p> <p>Not enough conclusions are provided.</p> <p>No suggestions are made for future research and the conclusions and perspectives for SP are not investigated practically.</p>	<p>The analysis of the data is superficial, but acceptable.</p> <p>The thesis includes some inconsistencies/contradictions.</p> <p>The interpretations attributed to results are superficially documented and they are not focused enough on the research questions.</p> <p>The data are somehow interpreted "one-sidedly", ignoring important parameters.</p> <p>The connection of the results with the existing theory and the findings of previous research is limited.</p> <p>There are limited proposals for research</p> <p>And the conclusions and perspectives for SP are not adequately analysed</p>	<p>The analysis of the data is acceptable, but limited.</p> <p>The results are interpreted appropriately and are focused on the research questions.</p> <p>Several connections are made with the existing theory and the previous findings investigations, but they could have been expanded.</p> <p>Adequate suggestions are made for research with limitations. The same also applies to conclusions which contribute to the development and prospects of SP</p>	<p>The analysis of the data is appropriate and thorough.</p> <p>The thesis is not limited to simple data description.</p> <p>The interpretations of the results is valid and substantial.</p> <p>Helpful suggestions are made for future research.</p> <p>The conclusions on SP are quite important and contribute to its development and prospects.</p>	<p>The analysis of the data is appropriate and thorough, it could also be characterised original.</p> <p>The interpretations given on the results are valid, in depth and display and elements of originality.</p> <p>Very useful suggestions are made for future research and the conclusions are important and contribute to the development and prospects of SP.</p>
Form and Bibliography	<p>The formatting of the text presents many shortcomings. The work doesn't look neat.</p> <p>It doesn't follow the main rules.</p> <p>The in-text references and the bibliography present inconsistencies.</p>	<p>The formatting of the text presents several shortcomings but Is acceptable.</p> <p>Some inconsistencies are observed between the in-text references and the bibliography.</p> <p>In some places, source material is used without referencing in the end</p>	<p>The thesis has been formatted with enough diligence, but presents some deficiencies.</p> <p>The in-text references and the references in the end show consistency, with minor deviations.</p>	<p>The thesis has been carefully formatted without deficiencies.</p> <p>The in-text references and the references in the end show consistency.</p> <p>There is no indications of using material without reference to the sources.</p>	<p>The task has been formatted with great diligence and following all rules.</p> <p>The in-text references and the references in the end show consistency throughout the thesis.</p>

	The source material used, is not referenced in the end		Unreferenced source material is used only rarely.		
Final Evaluation					

For the **overall evaluation of the thesis**, the following are also considered:

- the response of the thesis to **all the necessary conditions**
- **its presentation and support** before the Examining Committee
- **the student's response to the Committee's questions**

Appendix V
Cover template
and first pages of
Master's Thesis



Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Ιατρική Σχολή, Τμήμα Βιολογίας

**Διατμηματικό Πρόγραμμα Μεταπτυχιακών Σπουδών (ΔΠΜΣ)
«Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική και Εκπαίδευση»
(Social Neuroscience, Social Pedagogy and Education)**

ΤΙΤΛΟΣ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ

ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ

..... (Ονοματεπώνυμο φοιτητή/τριας
στη γενική)

ΑΜ:

Εξεταστική επιτροπή:

Καθηγητής/Καθηγήτρια & Ιδιότητα, Πανεπιστήμιο (Επιβλέπων/Επιβλέπουσα)

Άλλα δύο μέλη της Επιτροπής, Ιδιότητα, Πανεπιστήμιο

A Master's thesis submitted to the Interdepartmental Master Degree Programme in
“Social Neuroscience, Social Pedagogy and Education” at the N.K.U.A. for the award
of the Master of Science in Social Neuroscience, Social Pedagogy and Education

Athens, month, year



**Department of Pedagogy and Primary Education,
School of Medicine, Department of Biology**

**Interdepartmental Master's Degree Programme in
“Social Neuroscience, Social Pedagogy and Education”**

Title of Mater's Thesis in English

A MASTER'S THESIS

.....(Student's full name in English)

S.N.....

Examination Committee:

(Members of the Three-member Evaluation Committee, in English)

- 1) Name, Title, University (Supervisor)
- 2) Name, Title, University
- 3) Name, Title, University

A Master's thesis submitted to the Interdepartmental Master Degree Programme in
“Social Neuroscience, Social Pedagogy and Education” at the N.K.U.A. for the award
of the Master of Science in Social Neuroscience, Social Pedagogy and Education

Athens, month, year

DISSERTATION TITLE

..... (Author's Name)

S.N.:.....

Members of the Three-member Evaluation Committee:

- 1) Name, Title, University (Supervisor)
- 2) Name, Title, University
- 3) Name, Title, University

DECLARATION

This thesis is submitted by its author as partial fulfilment of the requirements of the Interdepartmental Master's Programme in "Social Neuroscience, Social Pedagogy and Education" of the National and Kapodistrian University of Athens.

It is hereby declared that this thesis has been written by the signatory and has not been submitted or evaluated in any other context (e.g., another postgraduate or undergraduate degree, etc.), in Greece or abroad.

NAME:

SIGNATURE:

Copyright © (Author's name 202...(year)

All rights reserved.

The approval of the thesis by the Interdepartmental Master's Program "Social Neuroscience, Social Pedagogy and Education" of the National and Kapodistrian University of Athens does not necessarily indicate the acceptance of the views of the author.

Αφιέρωση
(προαιρετική)

.....

Contents

Tables List

Schemes List

Graphs List

(Any existing indexes)

Thanks

Summary

Abstract

PREFACE

INTRODUCTION

THEORETICAL PART

CHAPTER 1: Title

1.1 Introduction

1.2

1.3

1.4...

...

1.... Summary

CHAPTER 2: Title

2.1 Introduction

2.2....

2.3...

...

2.... Summary

CHAPTER 3: (as many chapters as required for the theoretical part)

3.1

RESEARCH PART

CHAPTER 4: Identity, Significance and Research Design

- 4.1 Introduction: Importance and originality of the research
- 4.2 Purpose of the research and Research Questions
- 4.3 Research participants - demographics
- 4.4 Research Methodology
- 4.5 Data collection research tools (or stages of qualitative research)
[Research ethics, if appropriate]
- 4.6 Research Data Collection Process
- 4.7 Research data processing (all analyses in detail)
- 4.8 Research Limitations
- 4.9 Summary

...

CHAPTER 5: Research Results

5.1 ...

..

CHAPTER 6: Synthesis of Results and Findings - Conclusions - Discussion

(Suggestions for future research are also included)

BIBLIOGRAPHY

Greek

Non-Greek

Appendices

Appendix I

Research tools

Appendix II

.....

(As many Appendices as needed)

Acknowledgements

Summary

Text in Greek and 3-5 keywords

Abstract

Text in English and 3-5 keywords

Font size guide, for your convenience

Tables List

[Table Number]	[Table Title]	[Page]
----------------	---------------	--------

Schemes List

[Scheme Number]	[Scheme Title]	[Page]
-----------------	----------------	--------

Graphs List

[Graph Number]	[Graph Title]	[Page]
----------------	---------------	--------

(Any existing indexes)

[Each index starts on a different page]

Preface (16 pt)

(Text 12 pt)

Introduction (16 pt)

(Text 12 pt)

THEORETICAL PART (18 pt)

CHAPTER 1 (16 pt)

CHAPTER TITLE (16 pt)

1.1 Introduction (14 pt)

Each science has its own terminology and its own way of thinking and dealing with the phenomena it examines. In Social Pedagogy...

1.2 (14 pt)

1.. Summary (14 pt)

CHAPTER 2 (16 pt)
CHAPTER TITLE (16 pt)

2.1 Introduction (14 pt)

2.2 (14 pt)

2.. Summary (14 pt)

...

...

...

...

Bibliography (16 pt)

The Greek-language bibliography is listed separately from the non-Greek bibliography and in that order.

References are entered in chronological order. Examples:

Greek Bibliography

Βάμβουκας, Μ. (2010). *Εισαγωγή στην Ψυχοπαιδαγωγική Έρευνα και Μεθοδολογία*. Αθήνα: Εκδόσεις Γρηγόρη.

Βασιλειάδου, Μ. (2008). *Προαγωγή Ψυχικής Υγείας και Εκπαίδευση, «Επίκτητος»: Στρατηγικές Αξιολογικής Γνωσιακής Εκπαίδευσης*. (Ε. Χριστινάκη - Γλάρου, Μετάφρ.). Αθήνα: ΒΗΤΑ Ιατρικές Εκδόσεις.

Βουδούρη, Α. (2017). *Εφαρμογές Θεωρίας Πιθανοτήτων και Στατιστικής*. Αθήνα: Διάδραση.

Cohen, L., Manion, L., & Morrison, K. (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. (Σ. Κυρανάκης, Μ. Μαυράκη, Χ. Μητσοπούλου, Π. Μπιθαρά, & Μ. Φιλοπούλου, Μετάφρ.) Αθήνα: Μεταίχμιο.

Delors, J. (2002). *Εκπαίδευση: Ο θησαυρός που κρύβει μέσα της. Έκθεση της Διεθνούς Επιτροπής για την Εκπαίδευση στον 21ο αιώνα* (Ομάδα εργασίας, Κ.Ε.Ε. Μετάφρ.). Αθήνα: Gutenberg.

Elliott, S. N., Kratochwill, T. R., Littlefield Cook, J., & Travers, J. F. (2008). *Εκπαιδευτική Ψυχολογία*. (Α. Λεονταρή, Ε. Συγκολλίτου, Επιμ., Μ. Σόλμαν, & Φ. Καλύβα, Μετάφρ.) Αθήνα: Gutenberg.

Eysenck, M. W. (2010). *Βασικές Αρχές Γνωστικής Ψυχολογίας*. (Ε. Βασιλάκη, Επιμ., & Μ. Κουλεντιανού, Μεταφρ.) Αθήνα: Gutenberg.

Θωΐδης, Ι. & Χανιωτάκης, Ν. Ι. (2012). *Ολοήμερο σχολείο. Παιδαγωγικές και κοινωνικές διαστάσεις*. Θεσσαλονίκη: Αφοί Κυριακίδη.

Ιωσηφίδης, Θ. (2003). *Ανάλυση Ποιοτικών Δεδομένων στις Κοινωνικές Επιστήμες*. Αθήνα: Κριτική.

Kalantzis, M., & Cope, B. (2013). *Νέα Μάθηση. Βασικές αρχές για την επιστήμη της εκπαίδευσης*. (Α. Ευγενία, Επιμ., & Χ. Γιώργος, Μεταφρ.) Αθήνα: Κριτική.

- Κεκές, Ι. Ι. (2007). *Η Διαχείριση της Γνώσης στο Σύγχρονο Τεχνολογικό Περιβάλλον*. Αθήνα: Ατραπός.
- Κουκουνάρας Λιάγκης, Μ. (2015). *Επιστήμες της Παιδαγωγικής και Πρώτη Εφηβεία. Συμβολή στη διδακτική μεθοδολογία της Θρησκευτικής Εκπαίδευσης*. Αθήνα: Gutenberg.
- Κουκουνάρας Λιάγκης, Μ. & Μυλωνάκου - Κεκέ, Η. (2020). Η διεπιστημονική συνέργεια της Θρησκευτικής Εκπαίδευσης (εκπαίδευση και έρευνα) και της Κοινωνικής Παιδαγωγικής για την ανάπτυξη ενός πεδίου έρευνας και θεωρίας. *Νέα Παιδεία*, 175, 23-41.
- Κυριαζή, Ν. (2011). *Η Κοινωνιολογική Έρευνα: Κριτική Επισκόπηση των Μεθόδων και των Τεχνικών*. Αθήνα: Πεδίο.
- Mertens, D. M. (2009). *Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία*. (Ε. Γιαννακοπούλου, Επιμ., Σ. Κυρανάκης, Μ. Μαυράκη, & Π. Μπιθάρα, Μεταφρ.) Αθήνα: Μεταίχμιο.
- Mezirow, J. (2007). *Η Μετασχηματίζουσα Μάθηση*. (Α. Κόκκος, Επιμ., & Γ. Κουλαουζίδης, Μετάφρ.) Αθήνα: Μεταίχμιο.
- Μυλωνάκου – Κεκέ, Η. (2019). *Σχολείο, Οικογένεια και Κοινότητα: Συνεργασία, Ενδυνάμωση και Ανάπτυξη*. Αθήνα: Εκδόσεις Αρμός.
- Μυλωνάκου-Κεκέ, Η. (2021). *Κοινωνική Παιδαγωγική: Θεωρία και Πράξη*. Αθήνα: Εκδόσεις Παπαζήση.
- Πουρκός, Μ. Α. (2003). *Ο ρόλος του πλαισίου στην ανθρώπινη επικοινωνία, την εκπαίδευση και την κοινωνική-ηθική μάθηση*. Αθήνα: Gutenberg.
- Ρούσσο, Π. Α. (2011). *Γνωστική Ψυχολογία. Οι βασικές γνωστικές διεργασίες*. Αθήνα: Τόπος.
- Stenhouse, L. (2003[1975]). *Εισαγωγή στην έρευνα και την ανάπτυξη του Αναλυτικού Προγράμματος*. (Α. Τσαπέλης, Μεταφρ.) Αθήνα: Σαββάλας.
- Φρυδάκη, Ε. (2009). *Η διδασκαλία στην τομή της νεωτερικής και της μετανεωτερικής σκέψης*. Αθήνα: Εκδόσεις Κριτική.

Vygotsky, L. (1998[1978]). *Νους στην κοινωνία. Η ανάπτυξη των ανώτερων ψυχολογικών διαδικασιών*. (Σ. Βοσνιάδου, Επιμ., & Α. Μπίμπου, Μεταφρ.) Αθήνα: Gutenberg.

Χατζηγεωργίου, Γ. (2012). *Γνώθι το Curriculum. Γενικά και ειδικά θέματα Αναλυτικών Προγραμμάτων και Διδακτικής*. Αθήνα: Διάδραση.

Non-Greek Bibliography

Ashby, G., & Maddox, T. (2005). Human category learning. *Annual Review of Psychology*, 32(1), 149-178.

Banathy, B. H. (1992). *A Systems View of Education: Concepts and Principles for Effective Practice*. Englewood Cliffs, N.J.: Educational Technology Publications.

Cameron, C. & Moss, P. (Eds.). (2011) *Social Pedagogy and Working with Children and Young People: Where Care and Education Meet*. London and Philadelphia: Jessica Kingsley Publishers.

Cozolino, L. (2013). *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom (The Norton Series on the Social Neuroscience of Education)*. London: W. W. Norton & Company.

Decety, J., & Cacioppo, J. T. (2011). *The Oxford Handbook of Social Neuroscience*. Oxford University Press.

Dewey, J. (2000). *Experience and Nature*. New York: Dover Publications.

Dewey, J. (2018). *Democracy and Education*. Gorham, ME: Myers Education Press.

Eichsteller, G. & Holthoff, S. (2012). The Art of Being a Social Pedagogue: Developing Cultural Change in Children's Homes in Essex. *International Journal of Social Pedagogy*, 1(1) pp. 30-45.

Erricker, C. (2010). *Religious Education. A conceptual and interdisciplinary approach for secondary level*. London New York: Routledge.

- Fazal, R. (2007). Internationalization of Curriculum: A Critical Perspective. Στο M. Hayden, J. Levy, & J. Thomson (Επιμ.), *The SAGE Handbook of Research in International Education* (σσ. 391-403). London: Sage.
- Fosnot, C. T. (1996). Constructivism: A Psychological theory of learning. Στο C. T. Fosnot (Επιμ.), *Constructivism: Theory, perspectives, and practice* (σσ. 8-33). New York: Teachers College Press, Columbia University.
- Gibson, J. J. (1979). *The Ecological Approach to Visual Perception*. Boston, MA: Houghton Mifflin.
- Giotso, A. (2015). Social Psychology and Social Pedagogy. Their Interdisciplinarity in Group Counseling for Parents. *International Journal of Social Pedagogy*, 4 (1), 229-236.
- Grimmitt, M. (2000). Constructivist Pedagogies of Religious Education Project: Rethinking Knowledge, Teaching and Learning in Religious Education. Στο M. Grimmitt (Επιμ.), *Pedagogies of Religious Education. Case studies in the Research and Development of Good Pedagogic Practice in RE* (σσ. 207-227). Great Wakering. Essex: McCrimmons.
- Kekes, I., & Mylonakou, I. (2006). Syneducational Transactions among Students, Parents, Educators and Policy Makers: The Transdisciplinary Program SYNTHESIS. *Interactive Learning Environments*, 14(1), 35-54.
- Kornbeck, J. & Rosendal Jensen, N. (Eds.). (2011). *Social Pedagogy for the Entire Lifespan*. Volume I. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Kyriacou, C., Mylonakou – Keke, I. & Stephens, P. (2016). Social Pedagogy and bullying in schools: The views of University Students in England, Greece and Norway. *British Educational Research Journal*, 42(4), 631–645.
- Larochelle, M., Bednarz, N., & Garrison, J. (Eds.). (1998). *Constructivism and Education*. Cambridge: Cambridge University Press.
- Mylonakou - Keke, I. (2015a). Social Pedagogy and School Community. Preventing bullying in schools and dealing with diversity: Two sides of the same coin. *International Journal of Social Pedagogy. Special Issue on "Social Pedagogy in times of crisis in Greece"* 2015: 4(1), 65-84.

- Mylonakou - Keke, I. (2015b). The emergence of “Syn-epistemic Wholeness” from Dialectic Synergy of disciplines: A Transdisciplinary Social Pedagogic Model. *Creative Education, Vol.6 No.17, Special Issue on “Interdisciplinarity in Education”* 2015: 1890-1907.
- Mylonakou - Keke, I. (2015c). 1844 - 2014: 170 years of Social Pedagogy. Can economic crisis highlight the potential of Social Pedagogy? *International Journal of Social Pedagogy, 4*(1), 2-23.
- Mylonakou – Keke, I. (2018). A Social Pedagogical Intervention Model (Spim4Rest): A Human Rights Education Model for Refugee Children and Families. In: Giotsa, A. Z. (Ed.) *Human Rights in a Changing World: Research and Applied Approaches*. Chapter 10: 121-138. New York: Nova Science Publishers.
- Mylonakou-Keke, I., Kallinikaki, T. & Mertzaniidou, A. (2022). Social Pedagogy and Social Work relations in Greece: Autonomous trajectories. *International Journal of Social Pedagogy, 11*(1): 1-17.
- Petrie P. (2015). Social Justice and Social Pedagogy. In: Cooper C., Gormally S. & Hughes G. (Eds.) *Socially Just, Radical Alternatives for Education and Youth Work Practice: Re-Imagining Ways of Working with Young People*, 85-106. London: Palgrave Macmillan.
- Nonaka, I., & Takeuchi, H. (1995). *The Knowledge-Creating Company. How Japanese Companies Create the Dynamics of Innovation*. Oxford: Oxford University Press.
- Skeie, G. (2002). The concept of plurality and its meaning for religious education. *British Journal of Religious Education, 25*(2), 47-59.
- Stephens, P. (2013). *Social Pedagogy: Heart and Head*. Bremen: Europäischer Hochschulverlag GmbH & Co.
- Ward, J. (2016). *The Student's Guide to Social Neuroscience*. New York: Routledge.
- Winman, T. (2020). The Role of Social Pedagogy in a Digitalized Society. *The Educational Review, USA, 4*(3), 81–92.

Appendix (16 pt)

(Master's thesis)

The following are the Annexes provided for (I, II, III, etc.) and start on a different page.

Appendix VI

Documents

- **Public Announcement of Master's Thesis Presentation**

- **Grading of Master's Thesis**



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών

ΙΔΡΥΘΕΝ ΤΟ 1837

Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Ιατρική Σχολή, Τμήμα Βιολογίας

Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη,
Κοινωνική Παιδαγωγική και Εκπαίδευση»
(Social Neuroscience, Social Pedagogy and Education)

Email: msc-snspe@primedu.uoa.gr

vasdim@primedu.uoa.gr

Αθήνα, ----- 202..

Α.Π.:

ΑΝΑΚΟΙΝΩΣΗ ΥΠΟΣΤΗΡΙΞΗΣ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ

Την(ημέρα),(ημερομηνία και έτος) και ώρα θα πραγματοποιηθεί, μέσω τηλεδιάσκεψης, η δημόσια υποστήριξη της διπλωματικής εργασίας του/της μεταπτυχιακού/ής φοιτητή /φοιτήτριας του Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική και Εκπαίδευση» (Social Neuroscience, Social Pedagogy and Education) κ. ----- (Α.Μ. -----), με θέμα:

«.....
.....
.....»

Ο/Η Επιβλέπων/ουσα

----- (υπογραφή)

----- (ονοματεπώνυμο και βαθμίδα)



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών

— ΙΔΡΥΘΕΝ ΤΟ 1837 —

Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Ιατρική Σχολή, Τμήμα Βιολογίας

Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη,
Κοινωνική Παιδαγωγική και Εκπαίδευση»
(Social Neuroscience, Social Pedagogy and Education)

Email: msc-snspe@primedu.uoa.gr
vasdim@primedu.uoa.gr

Αθήνα, ----- 202..

Α.Π.:

ΑΝΑΚΟΙΝΩΣΗ ΥΠΟΣΤΗΡΙΞΗΣ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ

Την(ημέρα),(ημερομηνία και έτος) και ώρα θα πραγματοποιηθεί, στο του Τμήματος....., στην οδό στον όροφο, η δημόσια υποστήριξη της διπλωματικής εργασίας του/της μεταπτυχιακού/ής φοιτητή /φοιτήτριας του Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική και Εκπαίδευση» (Social Neuroscience, Social Pedagogy and Education) κ. (Α.Μ.), με θέμα: «.....»
.....
.....»

Ο/Η Επιβλέπων/ουσα

..... (υπογραφή)

..... (ονοματεπώνυμο και βαθμίδα)



Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη,
Κοινωνική Παιδαγωγική και Εκπαίδευση»
(Social Neuroscience, Social Pedagogy and Education)

Email: vasdim@primedu.uoa.gr
zoimpal@primedu.uoa.gr

Αθήνα, -----

ΒΑΘΜΟΛΟΓΙΑ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ

Ο/Η μεταπτυχ..... φοιτ.....
του Δ.Π.Μ.Σ. «Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική και Εκπαίδευση»
(Social Neuroscience, Social Pedagogy and Education), με αριθμό μητρώου.....
παρέδωσε και υποστήριξε ενώπιον της Εξεταστικής Επιτροπής τη διπλωματική τ.....
εργασία με θέμα:

.....
.....
.....

Η διπλωματική εργασία αξιολογήθηκε με βαθμό ()

Η ΕΞΕΤΑΣΤΙΚΗ ΕΠΙΤΡΟΠΗ

Ο Επιβλέπων
(Υπογραφή)

(Ονοματεπώνυμο και βαθμίδα)

Οι Συνεπιβλέποντες

1. (Υπογραφή)

(Ονοματεπώνυμο κ.λπ.)

2. (Υπογραφή)

(Ονοματεπώνυμο κ.λπ.)

Postgraduate Website and Email

Postgraduate Website

The Website of the Postgraduate programme has been developed before the start of the Postgraduate operation

<https://snspe.primedu.uoa.gr/>

The Website covers different axes of information (scientific, operational, legislative, informative, etc.) and answers frequently asked questions.

If the information, that the students of the Postgraduate Programme are looking for, is not on the website, then it will be found in the respective e-classes, due to personal data protection regulations.





ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών
— ΠΑΡΗΣ 10 187 —

**ΚΟΙΝΩΝΙΚΗ
ΝΕΥΡΟΕΠΙΣΤΗΜΗ,
ΚΟΙΝΩΝΙΚΗ
ΠΑΙΔΑΓΩΓΙΚΗ ΚΑΙ
ΕΚΠΑΙΔΕΥΣΗ**

ΔΙΑΤΜΗΜΑΤΙΚΟ ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΔΙΠΜΣ ΚΟΙΝΩΝΙΚΗ ΝΕΥΡΟΕΠΙΣΤΗΜΗ, ΚΟΙΝΩΝΙΚΗ ΠΑΙΔΑΓΩΓΙΚΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ

Το Διατμηματικό Πρόγραμμα Μεταπτυχιακών Σπουδών (ΔΠΜΣ) «Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική, και Εκπαίδευση» (Social Neuroscience, Social Pedagogy and Education) υλοποιείται με τη συνεργασία του Παιδαγωγικού Τμήματος Δημόσιας Εκπαίδευσης του Ε.Κ.Π.Α., της τοπικής Σχολής του Ε.Κ.Π.Α. και του Τμήματος Βιολογίας του Ε.Κ.Π.Α.

Το ΔΠΜΣ αποτελεί επιμόρφωση, ως διατμηματικό, του παιδαίοντος μονομνηματικού μεταπτυχιακού του ΠΤΔΕ του ΕΠΠΑ, με ιδέα υλοδ, που λειτουργεί στο Π.Τ.Δ.Ε. από το 2015 μέχρι το 2019 έχει προκηρύχσει τρεις φορές (τρεις κύκλοι σπουδών) και είχε σφηλι αξιολόγηση και όριση και αξιοσημείωτο ερευνητικό και διδακτικό έργο των φοιτητών και των αποφοίτων του. Στη διάρκεια και των τριών κύκλων σπουδών προσέβαμε διδακτικό έργο μέλη ΔΠΤ από την τοπική Σχολή και το Βιολογικό Τμήμα.

Το Διατμηματικό ΠΜΣ «Κοινωνική Νευροεπιστήμη, Κοινωνική Παιδαγωγική και Εκπαίδευση» (Social Neuroscience, Social Pedagogy and Education) επιδιώκει τη διαμόρφωση των Επιστημών της Αγωγής με τις Νευροεπιστήμες, έχει ένα πρσέδριο διατμηματικό αντικείμενο και η λειτουργία του ανατομίζεται στις πολυμεταμετρικές απαιτήσεις και στις μεταβολικές εκπαιδευτικές, παιδαγωγικές, κοινωνικές, πολιτισμικές, κ.α. σύγχρονες ανάγκες, παθόντες, αβήρους σπείρου εκπαίδευση και κατάρτιση όπως φωτισμένη/ τρες του.

ΠΡΟΣΩΠΙΑ >

Απόψεις Φοιτητών

Postgraduate Email

Postgraduate Email:

msc-snspe@primedu.uoa.gr

was created before the start of the operation of the Postgraduate programme and through it all questions and issues submitted are answered and dealt with immediately.