

## Course Outline

### 1. GENERAL

<b>SCHOOL</b>	School of Social Sciences and Humanities		
<b>DEPARTMENT</b>	Department of Primary Education		
<b>LEVEL OF STUDIES</b>	7 <sup>th</sup>		
<b>COURSE CODE</b>	BY1	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ORGANIZATIONAL – SOCIAL PSYCHOLOGY WITH APPLICATIONS IN EDUCATIONAL MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b> 7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
<b>COURSE TYPE</b> <i>General Background, Special Background, Specialization</i>	SPECIAL		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK-ENGLISH		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://edumal.eled.uowm.gr/">http://edumal.eled.uowm.gr/</a>		

### 2. LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each studies cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students are expected to:

1. Acquire the required theoretical background to comprehend educational management and administration from the perspective of organizational studies in general and in particular from the perspective of social psychology.
2. Acquire the required methodological background in order to comprehend the formulation of research questions and their empirical exploration in relation to the educational management and administration.
3. Acquire a more specialized background in relation to: the study of organizations' identity and especially in the context of cognitive psychology (theory of social identity) and the social psychology of speech; understanding behavior and attitudes within the working groups.

### **General Competences**

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

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Exhibiting social, professional and moral responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology relevant to educational management and administration
- Adapting to new situations and decision-making
- Working independently – Team work
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

Special emphasis is placed on the competency of professional reflections and the moral application of scientific knowledge.

### **3. SYLLABUS**

The course includes theoretical and research topics from the field of organizational-social psychology, which focuses on the study of the participants' subjective experience in organizational processes (e.g. the way a member is perceived as a leader) as social processes, with special emphasis on issues of organizational communication and identity. This approach highlights the important contribution of the subjective perception to shaping participation in organizational processes (e.g. it regulates performance in a project).

In addition, these issues are related to the educational management and administration, such as the participants' perceptions of the school unit as an organization with certain goals and procedures to achieve them (e.g. the curriculum objectives), as well as distinct and hierarchical roles (e.g. the principal's role).

The concepts of social influence (social rules, compliance, submission to power, minority influence-innovation) as well as the group (group dynamics, processes, roles, interaction, cooperation) as a meeting place of the individual with the social and the symbolic –fantastic are developed. Additionally, a conceptual approach of commitment and engagement is explored (how are people liberated and exploited within an educational organization? Why don't people give their best? school motivation factors, motivation and empowerment, the power of vision ).

Finally, the decisive contribution of communication is emphasized and especially the use of written speech (e.g. official documents) and oral speech (e.g. meetings of the teachers' association) in school organizational processes.

#### 4. TEACHING AND LEARNING METHODS – EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning etc.</i>	1. FACE-TO-FACE 2. DISTANCE LEARNING	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT methods are used both during teaching and in communication with students. For educational needs, the use of ICT is expected both at a synchronous and asynchronous level with an electronic platform.	
<b>TEACHING ORCHESTRATION</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Seminars (Lectures, Fieldwork)	90
	Study and analysis of literature	80
	Essay writing	65
<i>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</i>		
<b>STUDENTS' EVALUATION</b> <i>Description of the evaluation procedure.</i>  <i>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Essay writing. Academic essay writing criteria are applied. Accuracy and precision in terminology, clarity in content organization and proper literature utilization for topic elaboration are defined as the basic criteria.	

#### 5. RECOMMENDED LITERATURE

**-Recommended literature:**

- Haslam, S.A. (2004) *Psychology in organizations*. 2nd ed. London: Sage.
- McKinlay, A. & McVittie, C. (2008) *Social psychology and discourse*. Oxford: Wiley.
- Morgan, G. (2006) *Images of organization*. London: Sage.
- Vosniadou, S. (Ed. 2005). *Introduction to Psychology. Volume, B Social Psychology, Clinical Psychology*. Athens: Gutenberg (in Greek).

**-Relevant Scientific Journals**

- Management Communication Quarterly
- Organization
- Organization Studies