

ΠΕΡΙΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ

1. ΓΕΝΙΚΑ

ΣΧΟΛΗ	SOCIAL SCIENCES		
ΤΜΗΜΑ	PSYCHOLOGY		
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ	UNDERGRADUATE		
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	ΨΧ-1107	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	2nd
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	ENGLISH LANGUAGE AND TERMINOLOGY IN PSYCHOLOGY II		
ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ <i>σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων</i>	ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ	ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ	
Lectures (theory and practice, in-class and on assignment)	6	4	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Elective, Skills development		
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:	NO		
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	English/Greek		
ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ/ΡΙΕΣ ERASMUS	YES		
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)	https://elearn.uoc.gr/course/view.php?id=5816		

2. ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

Μαθησιακά Αποτελέσματα

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές/ήτριες μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β
- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

Learning objectives

- Have acquired knowledge of English terminology in Psychology through various types of texts
- Identify the function of special terms for the association and organisation of meaning in written and oral discourse
- Manage elements of scientific writing (articles, abstracts, reports)
- Have acquired techniques and strategies for reading terminology texts
- Have developed communicative skills
- Compose and complete charts and tables
- Create and present a project in groups

Γενικές Ικανότητες

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο

Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών	Σχεδιασμός και διαχείριση έργων
Προσαρμογή σε νέες καταστάσεις	Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα
Λήψη αποφάσεων	Σεβασμός στο φυσικό περιβάλλον
Αυτόνομη εργασία	Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου
Ομαδική εργασία	Άσκηση κριτικής και αυτοκριτικής
Εργασία σε διεθνές περιβάλλον	Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης
Εργασία σε διεπιστημονικό περιβάλλον	
Παράγωγή νέων ερευνητικών ιδεών	

General Competencies

- Decision making
- Promoting free, creative, and inductive thinking
- Search, analyse, and synthesise data and information, using the necessary technologies
- Autonomous work Working in pairs/teams
- Working in an international environment
- Working in an interdisciplinary environment

3. ΠΕΡΙΕΧΟΜΕΝΟ ΜΑΘΗΜΑΤΟΣ

The content of the course is linked to the 5 main axes of the curriculum:

Scientific foundations [1], Scientific research and critical thinking [2], Ethical and social responsibility [3], Communicative ability [4], Basic preparation for career decisions and career prospects [5].

Note: Teaching involves different topics/fields in Psychology practised through a variety of textual/interactive material and activities across skills (reading/writing/listening/speaking). Notice that evaluation of students involves comprehension and production of the relevant English terminology in this material.

Week 1: Evolution, genes, environment and behaviour [1, 2, 3, 4]

Introduction to the course through ice-breaker activities and audiovisual material in Psychology as well as a level test in English. Preliminary instructions for the project and the final exam.

Before-class activity. My Genogram: depict your traits in the family tree.

In-class activities: 1. Activities on the *Human Genome Project* website. 2. Draw a Punnett-square chart.

In-class discussion of texts/research on: *Foetal Tissue Transplants, Evolution and human nature, Genetic manipulation*

Audiovisual comprehension: *Ethics in Psychology Research*

Reading an interview with a clinical psychologist on behavioural genetics

Further practice/feedback: study questions, online practice quizzes/interactive activities, writing on *genetic screening*.

Week 2: The brain and behaviour [1, 2, 3, 4]

Audiovisual comprehension: 1. *Neurons: how they work* 2. *Brain structures*

In-class discussion of texts/research on: *Neurons and their communication, The hierarchical brain: structures and behavioural functions, Unlocking the secrets of the brain*

Reading an interview with a brain-stimulation lab manager

In-class demonstrations/activities on: dominance, laterality of function, (ant)agonist drugs, the cortex and behaviour, sensory learning, pantomime on a disorder discussed in class.

Guest Presentation by a faculty member on neuroimaging technology from different clinical cases.

Further practice/feedback: study questions, completing handouts, online practice quizzes/interactive activities, writing.

Week 3: Sensation and perception [1, 2, 4]

Before-class activity and discussion: *Decibel ratings in my environment*

In-class discussion of texts/research on: *The sensory systems / Perception: the creation of experiences / Experience, critical periods and perceptual development*

Reading an interview with an architectural consultant

In-class demonstrations/activities and discussion: *The retina in our perception of brightness, acuity and colour vision / Logos in Gestalt laws of perceptual organisation / The blind spot / Colour afterimages*

Further practice/feedback: study questions, completing a handout, online practice quizzes/interactive activities, writing about a suggested website.

Week 4: Consciousness [1, 2, 3, 4]

Before-class activities and discussion: *My sleep diary / Recording daydreams.*

In-class discussion of texts/research on: *Circadian rhythms / Sleep and dreaming / Drug-induced states / Hypnosis*

Reading an interview with a team leader of Drug and Alcohol Services

In-class activities and discussion on: *Dream interpretation / Living with insomnia / Hypnotic suggestibility / Evaluating the effects of hypnosis / Pantomime on a disorder discussed in class.*

Audiovisual activity. *Drugs in movies.*

Guest Presentation. A student with drug/alcohol problems shares their experience in class accompanied by a counsellor from the relevant university service who then presents the services they provide and how to access them.

Further practice/feedback: study questions, completing a handout, online practice quizzes/interactive activities, writing on *jet lag* or *lucid dreaming*, in-class activity on *The effects of priming*, home activity on your personal bodily rhythms.

Week 5: Learning: the role of experience [1, 2, 3, 4]

Before-class activities on handouts: *Mirror tracing / Counting the alphabet backwards*

Writing. 1. *Car phobia*, stimuli and responses on a handout, 2. Critical thinking on *The "Little Albert" study (1920)*

In-class demonstrations/activities to introduce the concept of conditioning

In-class discussion of texts/research on: *Operant conditioning / Observational learning*

Reading an interview with a speech and language therapist

Speaking. 1. *Immigration, acculturation, and acculturative stress* 2. *Can token economies alter criminal behaviour?*

Guest presentation. A faculty member briefly demonstrates operant principles using one of their recent subjects.

Further practice/feedback: study questions, completing handouts, online practice quizzes/interactive activities, activities to improve your learning experience.

Writing: *Extinguishing 'Little Albert's' conditioned fear response*, team presentation on *Conditioning therapies*.

Weeks 6 and 7. Memory [1, 2, 3, 4]

Before-class activity on a handout. *Memory-enhancement strategies for academic courses*

Vocabulary: compound nouns, fixed phrases from psychology and academic English, common lecture language.

In-class discussion of texts/research on: *Encoding-storage-retrieval / Memory as a constructive process*

Reading an interview on brain injury

In-class activities and discussion. *Eyewitness testimony / Short-term memory / Meaning and memory / Imagery in memory capacity / Mnemonics in pictures of brain parts*

Audiovisual comprehension. *Change Blindness*

Listening comprehension: *Hypnosis and memory*

Speaking. 1. *Am I my memories?* 2. *Summarise a listened-to memory lecture*

Further practice/feedback: study questions, online practice quizzes/interactive activities, activities to improve your memory.

Writing: *The recovered or false-memory controversy* or *Sharing elements of our earliest childhood memories*.

Weeks 8 and 9: Language and thought [1, 2, 3, 4]

Theory focus

Activity on a handout. *Solving personal problems*

Audiovisual comprehension. *Language and human nature*

In-class discussion on the study: *Does bilingualism influence cognitive aging?*

In-class discussion of texts/research on *Language, Thinking, Piaget and Vygotsky*

Reading an interview with a multilingual Deputy Mayor

In-class activities on handouts: *Reading in dyslexia / Deductive reasoning / Inductive reasoning*

Discussion on the study: *Alex, the speaking parrot*

Further practice/feedback: study questions, completing a handout, online practice quizzes/interactive activities, in-class activities: *Concept learning / Priming functional fixedness and creativity*.

Skills focus

Vocabulary/Grammar: affixes revision, word derivation, syntactic structure, sentence-level paraphrasing.

Writing: complex sentences, write up a case study from notes, using paragraphs with topic sentences.

Week 10. Part 1. Personality [1, 2, 3, 4]

Skills focus

Topics: *Defining personality / The Cornell note-taking system: the five Rs*.

Vocabulary: fixed phrases from psychology and academic English / psychology terminology

Listening comprehension: the Cornell note-taking system / digressions in lectures / source references

Speaking: contributing to a seminar / referring to other's ideas in a seminar

Further practice/feedback: compiling a quiz / online practice quizzes/games.

Week 10. Part 2. Dreams and personality [1, 2, 3, 4]

Skills focus

Topics: *Who has had this dream?*

Vocabulary/Grammar: revising vocabulary from psychology/academic English and affixes /word sets / the language of trends / common lecture language

Listening comprehension: 'signpost language' in lectures, symbols/abbreviations in note-taking

Speaking: contributing to a seminar / discussing types of research and research methods

Further practice/feedback: opposites bingo / conduct a study into dreams / online practice quizzes/games.

Week 11: Mental/ Psychological disorders: popular myths [1, 2, 3, 4]

Skills focus

Topics: *Researching on arson / Mental illness on the media*

Vocabulary/Grammar: revision of sentence paraphrasing and complex/compound sentences, synonyms / nouns from verbs / definitions / common 'direction' verbs in essay titles / dependent clauses with passives

Writing: paraphrasing, expanding notes into complex sentences, essay types/structures, writing essay plans and essays.

Further practice/feedback: revising definitions / online practice quizzes/games.

Week 12: Modern addictions [1, 2, 3, 4]

Skills focus

Skills: Revising essay types / Quoting and paraphrasing

Vocabulary: neutral and marked words / fixed phrases from psychology and academic English

Reading comprehension: *Modern addictions*

Writing: evaluation essays / direct quotations / bibliography/reference list

In-class presentation: design a study on a behavioural disorder / checking reference entries

Further practice/feedback: make an essay plan and write topic sentences / online practice quizzes/games.

Week 13: Contemporary concerns [1, 2, 3, 4]

Skills focus

Skills: Structure of a research report

Vocabulary: verbs introducing ideas from other sources / linking expressions for contrast, result, reason, etc. / words expressing quantities / expressing percentages

Reading comprehension: *Cyberbullying*

Writing: quotation or paraphrase / write a research report / write introductions/conclusions.

Practice: Ranking websites / Website security

Further practice/feedback: formulating questions in a questionnaire / online practice quizzes/games.

Revision for the final exam

4. ΔΙΔΑΚΤΙΚΕΣ και ΜΑΘΗΣΙΑΚΕΣ ΜΕΘΟΔΟΙ - ΑΞΙΟΛΟΓΗΣΗ

<p>ΤΡΟΠΟΣ ΠΑΡΑΔΟΣΗΣ <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	<p>Physical presence</p> <ul style="list-style-type: none"> Lectures (theory and practice) in class. <p>Distance learning, potentially.</p>																							
<p>ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές/ήτριες</i></p>	<ul style="list-style-type: none"> Support of the learning process through the e-Learn online platform. Course delivery is mediated by Information and Communication Technologies (ICT). The following educational software is used: Powerpoint, videos/audios and relevant comprehension activities, and forms/questionnaires. The book's online platform provides interactive/application-based activities, videos, and a practical tool for analysing scientific articles. Provision of notes in electronic format and access to the electronic version of the book (e-book). Communication with students is possible via email or on e-Learn. 																							
<p>ΟΡΓΑΝΩΣΗ ΔΙΔΑΣΚΑΛΙΑΣ <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή/τριας για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester work load (hours)</th> <th>ECTS</th> </tr> </thead> <tbody> <tr> <td>Lectures (theory and practice)</td> <td>39</td> <td>1.44</td> </tr> <tr> <td>Project preparation</td> <td>8</td> <td>0.32</td> </tr> <tr> <td>Independent study (theory and practice)</td> <td>50</td> <td>2</td> </tr> <tr> <td>Final exam</td> <td>3</td> <td>0.12</td> </tr> <tr> <td>In-class participation</td> <td>-</td> <td>-</td> </tr> <tr> <td><i>Course Total (25 hours of workload per credit)</i></td> <td><i>100</i></td> <td><i>3.88</i></td> </tr> </tbody> </table>			Activity	Semester work load (hours)	ECTS	Lectures (theory and practice)	39	1.44	Project preparation	8	0.32	Independent study (theory and practice)	50	2	Final exam	3	0.12	In-class participation	-	-	<i>Course Total (25 hours of workload per credit)</i>	<i>100</i>	<i>3.88</i>
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<p>ΑΞΙΟΛΟΓΗΣΗ ΦΟΙΤΗΤΩΝ/ΡΙΩΝ <i>Περιγραφή της διαδικασίας αξιολόγησης</i></p> <p><i>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</i></p> <p><i>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές/ήτριες.</i></p>	<p><u>EVALUATION OF STUDENTS</u></p> <p><i>Language of assessment:</i> English</p> <p><i>Evaluation methods:</i></p> <ul style="list-style-type: none"> <u>Optional Project:</u> Project presentation (30% of total grade). <u>Final written exam</u> <u>In-class participation</u> (+5% in total grade). <p>The evaluation criteria are presented and analysed to the students at the beginning of the semester.</p>																							

5. ΣΥΝΙΣΤΩΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ

Recommended bibliography:

Diener Education Fund. (2024). *Introduction to psychology: The full Noba collection*. Retrieved from <https://nobaproject.com>.

Diener Education Fund. (2024). *Discover Psychology 2.0 - A Brief Introductory Text*. Retrieved from <https://nobaproject.com>.

Gilbert, D., Nock, M., Schacter, D., & Wegner, D. (2021). *Εισαγωγή στην ψυχολογία* (2^η έκδοση). Gutenberg.

Gilliland, T. & Dooley, J. (2019). *Psychology*. Career Paths. Express Publishing.

Holt, N., Bremner, A., Vlieg, M., Sutherland, E., Passer, M., & Smith, R. (2024). *Psychology: The science of mind and behavior* (5th ed.). McGraw-Hill.

Kearns, T. & Lee, D. (2015). *General Psychology: An Introduction*. Psychology, Sociology, Anthropology, and Social Work Open Textbooks. 1. Retrieved from <https://oer.galileo.usg.edu/psychology-textbooks/1>.

Levy, J.C. (2019). *Psychology: the science of human potential*. Psychology (OER). 1. Retrieved from <https://scholarship.shu.edu/psychology-oer/1>.

Schacter, D. L., Gilbert, D. T., & Nock, M. K. (2025). *ΨΥΧΟΛΟΓΙΑ* (6th ed.). Gutenberg.

Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2020). *Psychology* (5th ed.). Worth Publishers.

Short, J. (2011). *English for Psychology in Higher Education Studies*. Betsis.

Stangor, C. & Walinga, J. (2014). *Introduction to Psychology – 1st Canadian Edition*. Victoria, B.C.: BC campus. Retrieved from <https://opentextbc.ca/introductiontopsychology>.

Treger, A. & Treger, B. (2014). *English for Psychology*. Publishing House of the Academy of Special Education.

(2016). *Psychology Vocabulary in Use*. A textbook for learning English psychological terminology. Poltext Publishing House.

Votaw, K. (2020). *General Psychology for Honors Students*. Open Educational Resources Collection. 23. Retrieved from <https://irl.umsl.edu/oer/23>.

- **Relevant scientific journals:**

Frontiers in Psychology

Acta Psychologica

Advances in Methods and Practices in Psychological Science

Annual Review of Psychology

Computers in Human Behavior

Educational Psychologist

Journal of cross-cultural psychology

Journal of language and social psychology

Perspectives on Psychological Science

The Quarterly journal of experimental psychology