

ORGANIZATIONAL PSYCHOLOGY AND APPLICATIONS IN SCHOOL ADMINISTRATION

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
STUDY PROGRAM	POST-GRADUATE		
COURSE CODE	AY1	SEMESTER OF STUDIES	1
COURSE TITLE	ORGANIZATIONAL PSYCHOLOGY AND APPLICATIONS IN SCHOOL ADMINISTRATION		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS	ECTS UNITS	
<i>Total</i>	3 hours / week	7,5	
COURSE TYPE:	Core		
PREREQUISITE COURSES	NONE		
LANGUAGE OF INSTRUCTION and EXAMS	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.uth.gr/		

2. LEARNING OUTCOMES

Learning outcomes
<p>By the end of this course the students will have acquired knowledge and skills regarding::</p> <ul style="list-style-type: none"> - Introducing the subject of Occupational & Organizational Psychology as an empirical science and delving into contemporary issues of Occupational & Organizational Psychology in educational contexts. - Covering main topics and main research methods in this area and training the student in the preparation and critical review of quantitative and qualitative research in organizations and in work contexts and promoting the application of theories and research findings in Organization and Management in Primary & Secondary Education. - Promoting the design and implementation of intervention programs in the school community regarding the strengthening of school-family cooperation, as well as the development of students' social and emotional skills.
General Skills
Critical reading and evaluation/assessment of research related to the subject

Decision-making

Cultivation of free, creative and inductive thinking

Exercise of criticism and self-criticism

Search for bibliographic sources related to the subject

Work in an interdisciplinary environment

Respect for diversity and multiculturalism

Demonstration of social, professional and ethical responsibility

3. COURSE CONTENT

1. Introduction to Organizational Psychology and Behavior

- o The application of psychological research in the workplace
- o Interdisciplinary approach and cross-cultural studies

2. Individual differences, work attitudes and work outcomes

- o Personality in the workplace
- o Motivation and positive organizational behavior
- o Work attitudes and work well-being

3. Interpersonal and intergroup relations in the field of education

- o Conflict management, professional stress and burnout in teachers
- o Group and social support in educational settings
- o Organizational change and innovation

4. Intervention and prevention programs for the promotion of mental health in school units

- o Intervention programs in the school community, in the context of strengthening school and family cooperation
- o Programs for the development of students' social and emotional skills

Presentation of specific interventions in the school community, in the context of strengthening school cooperation

4. TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In-person and distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	viewing slides, using the asynchronous education platform to post course materials and student assignments as well as for the communication between teachers and students, searching for electronic journals and sources

ORGANIZATION OF TEACHING	Activity	Semester Workload (hours)
	Lectures	36
	Study, preparation and presentation of activities	146
	Literature study and analysis (preparation of lectures & exams)	40
	Final written exam	3
	Course Total	225
ASSESSMENT	Group work and semester exams will be taken into account for the final evaluation.	

5. RECOMMENDED BIBLIOGRAPHY

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- Δικαίου, Μ. & Berkeley, D. (επιμ.) (2004). Οργανισμοί: Ζητήματα έρευνας και ανάπτυξης στις σύγχρονες κοινωνίες. Αθήνα: Ελληνικά Γράμματα
- Hewstone, M. & Stroebe, W. (επιμ. Γ. Γαλάνη) (2007). Εισαγωγή στην Κοινωνική Ψυχολογία. Αθήνα: Παπαζήσης
- Κάντας, Α (1993) Οργανωτική-Βιομηχανική Ψυχολογία, Μέρος 1ο. Αθήνα: Ελληνικά Γράμματα
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- Schabracq, M.J., Winnubst, J.A.M., & Cooper, C.L. (2002). The Handbook of Work and Health Psychology, 2nd Edition. Wiley
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- Χατζηχρήστου, Χ., Δημητροπούλου, Π., Γεωργουλέας, Γ., & Λαμπροπούλου, Α. (2006). Παρεμβατικά προγράμματα πρωτογενούς πρόληψης: Σχεδιασμός, εφαρμογή και αξιολόγηση του «Προγράμματος προαγωγής της ψυχικής υγείας και της μάθησης: Κοινωνική και συναισθηματική αγωγή στο σχολείο». Παιδί και Έφηβος. Ψυχική Υγεία και Ψυχοπαθολογία, 8(2), 155-175
- Χατζηχρήστου, Χ., Δημητροπούλου, Π., Κατή, Α., Λαμπροπούλου, Α., Λυκισάκου, Κ., Μπακοπούλου, Α. (2008). Πρόγραμμα Προαγωγής της Ψυχικής Υγείας και Μάθησης. Κοινωνική και

συναισθηματική αγωγή στο σχολείο. Εκπαιδευτικό υλικό για εκπαιδευτικούς και μαθητές προσχολικής και πρώτης σχολικής ηλικίας. Αθήνα: Τυπωθήτω

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Kafetsios, K. & Loumakou, M. (2007). A comparative evaluation of the effects of trait emotional intelligence and emotion regulation on affect at work and job satisfaction. *International Journal of Work Organization and Emotion*, 2, 1, 71-87.

Kafetsios, K., Nezelek, J.B., & Vassiou, K., (in press). A Multilevel Analysis of Relationships between Leaders' and Subordinates' Emotional Intelligence and Emotional Outcomes. *Journal of Applied Social Psychology*.

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