ΠΑΡΑΔΟΤΕΟ ΕΡΓΟΥ

ΤΙΤΛΟΣ ΥΠΟΕΡΓΟΥ: «Πρόγραμμα Διδακτορικών Σπουδών του Τμήματος Ψυχολογίας, Πράξη Υποστήριξη Διεθνοποίησης του Πανεπιστημίου Δυτικής Μακεδονίας»

ΤΗΣ ΠΡΑΞΗΣ ΜΕ ΤΙΤΛΟ «ΥΠΟΣΤΗΡΙΞΗ ΔΡΑΣΕΩΝ ΔΙΕΘΝΟΠΟΙΗΣΗΣ ΤΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ»

ΚΩΔΙΚΟΣ ΕΡΓΟΥ: ΟΠΣ (MIS)5158681

Ενότητα Εργασίας (ΠΕ1): «Ανάπτυξη, Οργάνωση και υλοποίηση ξενόγλωσσου Προγράμματος Διδακτορικών Σπουδών Τμήματος Ψυχολογίας»

Τίτλος Παραδοτέου (Π1.2): Εκπαιδευτικό Περιεχόμενο (Περιγράμματα Μαθημάτων, Οδηγός Σπουδών) (Αγγλική Έκδοση)

Υποβολή: 27/09/2024

GUIDE AND COURSE OUTLINE FOR DOCTORAL STUDIES

at the Department of Psychology, UOWM

Florina
2024

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

ΕΣΠΑ 2021-2027

Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή

Contents

General Description

Welcome to the Doctoral Studies in Psychology programmeme at the Department of Psychology, University of Western Macedonia, Greece. This guide aims to provide an overview of the purpose and expectations of doctoral studies in the Department of Psychology. This guide is designed to include the essential information about the programme, including academic principles, services, admission procedures, regulations, student care, and the study programme structure. It is designed to assist you throughout your journey as a doctoral student, ensuring a smooth and successful academic experience

Department and Institution Information

The University of Western Macedonia (UoWM) runs 22 Departments in 5 cities of West Macedonia. The School of Social Sciences and Humanities is in Florina (3rd km Florina-Niki) and Kastoria. The School of Social Sciences and Humanities runs 3 Departments in Florina (Psychology, Primary Education and Early Childhood Education), and one in Kastoria (Communication & Digital Media). The Department of Psychology was founded in 2019 (Law 4610/07.05.2019, Government Gazette No. 4610/07.05.2019, Issue 70, Article 14, Paragraph 1 j).

The Department offers a bachelor's degree course in Psychology (non-specialization course, Level 6, National Qualifications Framework). Graduates are eligible for further specialist graduate training in psychology and job placements as licensed Psychologists (non-specialization) by applying to Regional Health Directorates (Law 991/1979, Government Gazette 278/20, 12. 1979, A). Moreover, the Department offers Doctoral Studies in Psychology Programmeme (Level 8, National Qualifications Framework). The PhD title and degree is awarded upon successful completion of the Doctoral Studies programmeme including the successful defense of a full length dissertation. Currently, the Department offers PhD studies in four fields of Psychology: Clinical, Cognitive, Developmental and Social Psychology.

Academic Year/Semester Dates

The academic year typically runs from September to June, divided into Fall Semester (October to January) and Spring Semester (February to June). Please refer to the official academic calendar for exact dates and holidays, as they may vary slightly each year.

Academic Principles and Services

The doctoral programme upholds the principles of academic rigor, intellectual curiosity, cultural and diversity competence and ethical conduct in research. The department promotes interdisciplinary collaboration, critical thinking, cultural sensitivity, diversity and innovation in

psychological studies. Throughout your studies, you will have access to various academic services, including library resources, digital educational resources, research support, and specialized equipment necessary for your research endeavors.

Admission/Registration Procedures

To gain admission to the doctoral programme, prospective students must meet specific eligibility criteria outlined in the admission guidelines. The application process involves submitting a comprehensive application package, academic transcripts, letters of recommendation, a statement of purpose, analytical research proposal for the topics announced, and possibly an interview. Once admitted, you will follow the registration procedures specified by the department and the institution.

Basic Regulations of the Department and the Institution

As a doctoral student, you are expected to adhere to the regulations and guidelines set forth by both the department and the institution. These regulations cover areas such as academic integrity, attendance, progress evaluation, and the rights and responsibilities of doctoral candidates. Familiarize yourself with these regulations to ensure a smooth academic journey (see Academic Regulations for doctoral studies in Psychology).

Physical and Digital Infrastructure

The Department of Psychology is in Florina, School of Social Sciences and Humanities, former School of Education. The School of Social Sciences and Humanities, located near the city, include various components and facilities that support academic and administrative activities:

- Campus Buildings: This includes academic buildings, lecture halls, classrooms, laboratories, libraries, administrative offices, and faculty offices. These spaces provide areas for teaching, research, study, and administrative functions.
- Library: The School's library is located in the main campus and houses physical collections of books, journals, periodicals, and other reference materials. It has reading areas, study spaces, computer lab, and specialized collections related to different academic disciplines.
- Research Facilities: The School of Social Sciences and Humanities has specialized research facilities and laboratories equipped with advanced scientific instruments and equipment. These facilities support research activities across various disciplines, including psychology, physics, book education, art workshop e.tc.
- Student Centers: Student centers are social hubs and offer facilities and services for students. They include recreational areas, a café, students' restaurant, student organizations' offices, meeting rooms and event spaces.

- Sports Facilities: The school of Social Sciences and Humanities also have sports facilities in the main campus and in the town center. These facilities support physical education, recreational activities, and organized sports programmes.
- Auditoriums: The School of Social Science and Humanities has two auditoriums, used for hosting lectures, conferences, seminars, cultural events, theatrical performances, and musical concerts.
- Administrative Building: The administrative building houses administrative offices, including admissions, registration office, student services, financial aid, and human resources.
- IT Infrastructure: The School of Social Sciences and Humanities has dedicated spaces for information technology infrastructure, including data centers, server rooms, and computer labs. These facilities support the university's network, internet connectivity, and provide access to computing resources for students and staff.
- Outdoor Spaces: The physical infrastructure also includes outdoor spaces, providing places for relaxation, outdoor activities, and social interactions.

Access to Additional Digital Education Resources

Access to additional digital educational recourses has become increasingly important. The department of Psychology is committed to providing students with resources beyond traditional textbooks and lecture materials. By granting access to supplementary digital educational material, students can delve deeper into the study area, explore various perspectives, and engage in interactive learning experiences. These additional resources include e-books, online scientific journals, open educational resources (OER), online databases and research tools, multimedia presentations, video lectures, and interactive simulations. Students enrolled in UOWM also have access to educational and research software as well as to a wide collection of scientific journals and e-books through the Hellenic Academic Libraries Link (HEAL-Link).

Academic Advisors

Upon enrollment, you will be assigned an academic advisor who will guide and mentor you throughout your doctoral studies. Your advisor will assist you in developing your study plan, choosing appropriate courses, and provide guidance on research projects and career development opportunities.

Internships

Opportunities for internships may be available to doctoral candidates, allowing you to gain practical experience in the field of psychology. The department will provide information on available internships, application procedures, and any additional requirements.

Mobility

The doctoral programme encourages mobility and collaboration with other institutions nationally and internationally. You may have the opportunity to participate in exchange programmes, research collaborations, or attend conferences and workshops to expand your academic network and enhance your research skills.

Study Programmeme Information

General Description and Rules of Registration, Study, and Graduation

The doctoral study programmeme in Psychology is designed to foster a deeper understanding of the research culture and the intellectual environment in the academic field of Psychology through providing advanced knowledge, research skills, and critical thinking in the field. It requires a minimum of four years of full-time study and research (upon enrollment and the appointment of academic advisor). Throughout the programme, you will engage in coursework, research and teaching activities, and the completion of a doctoral dissertation.

Degree Awarded

Upon successfully completing the programme, you will be awarded the Doctor of Philosophy (Ph.D.) in Psychology.

Conditions for Awarding the Degree

The Doctoral Studies programme requires a minimum of four years of full-time study and research and a total workload of 180 credit units (ECTS) (see Table 1). Credit units correspond to the expected workload for Ph.D. candidates and are in accordance with the specifications of the European Credit Transfer System (ECTS), thus ensuring the international academic recognition of their studies. According to the European Credit Transfer System, one ECTS credit corresponds to 25 to 30 hours of workload for the student.

More specifically, for the successful completion of their studies and the awarding of the degree, Ph.D. candidates of the Psychology Department must:

- Complete and defend a doctoral dissertation (90 ECTS)
- Publish two (2) scientific articles in international journals belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS) (20 x 2 = 40 ECTS)
- Present their research in -at least one- international conference with peer-reviewed proceedings (10 ECTS)
- Successfully engage in coursework, research and teaching activities offered during their doctoral studies from the Doctoral Studies in Psychology programmeme (40 ECTS). The 40 ECTS could derive of the combination of the coursework, research and teaching activities presented in Table 1.

Table 1.

Conditions for awarding the Ph.D. degree

Academic Activities	*ECTS*	*Mandatory*	*Optional*
Doctoral Dissertation	90	✓	
One (1) scientific article in international journal belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS)	20	✓	
One (1) scientific article in international journal belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS)	20	✓	
At least one (1) publication in peer-reviewed proceedings of an international conference	10	✓	
Total	**140**	✓	
Coursework, research and teaching activities during Doctoral Studies	*ECTS*	*Mandatory*	*Optional*
Doctoral level mandatory course (39h/semester)	10	✓	
Teaching assistance (lectures/ laboratories)	2per semester (max 10 ECTS)		✓

Three (3) guest lectures in other universities (at least one in a university abroad)	6	✓
Summer school participation (at least for 39 hours)	6	✓
Participation in student work groups	6	✓
Research skills (proposal preparation and submission for grant)	6	✓
Working in research programmes (at least 2 funded research programmes)	6	✓
Seminars/ elective courses (at least 39 hours per seminar/course)	6 per seminar/course	✓

Educational and Professional Goals

The programme aims to equip you with the necessary theoretical knowledge and methodological skills, including ethics in research, to conduct independent research in psychology. It fosters the development of critical thinking, analytical thinking skills, communication skills, advanced research techniques, and expertise in a specialized area of psychology.

Expected Learning Outcomes

Upon successfully completing the programme, PhD candidates are expected:

- to demonstrate an exceptional knowledge of their field of expertise
- to produce original research with a significant contribution in their field of expertise
- to effectively communicate their research findings in national and international scientific communities
- to effectively communicate scientific knowledge to the public

- to critically examine research findings and scientific literature for their significance and contribution in their field of expertise

Access to Further Studies

The doctoral degree in Psychology opens doors to various career pathways, including academia, research institutions, governmental organizations, and the private sector. Graduates may also pursue postdoctoral research opportunities or further specialization in specific branches of psychology.

Mandatory Course of the Doctoral Study Programme with Credits

Doctoral candidates should enroll in the "Advanced Research Methods in Psychology" course (10 ECTS) offered during their first year of studies (Spring Semester).

Table of Elective Mandatory Seminars of the Doctoral Study Programme with Credits

Doctor candidates should enroll –**at least - in one** out of the three offered seminars in the field of research methods in psychology and data analysis software. Below is an overview of the elective seminars offered in the doctoral programme, along with their corresponding credits:

Course name	*ECTS*
Qualitative Research in Psychology: Field Methods and Data Analysis Software	6
Quantitative Research in Psychology: Field Methods and Data Analysis Software	6
Contemporary Issues in Psychological Inquiry	6

Enrollment in Undergraduate Courses as Elective Courses during Doctoral Studies

Though in a doctoral level doctoral candidates should focus on advanced research and knowledge, there might be situations where a doctoral student might benefit from taking an undergraduate course to supplement their knowledge or acquire additional skills in a particular area. Usually, a doctoral candidate enrolls in undergraduate courses for the following reasons:

- *Prerequisite Requirements:* If the doctoral candidate lacks specific foundational knowledge or prerequisites for their doctoral studies, they might benefit from completing the corresponding undergraduate course. This ensures they have the necessary scientific background for advanced studies in psychology.
- *Interdisciplinary Studies:* Doctoral candidates often engage in interdisciplinary research. In such cases, they may find it valuable to enroll in undergraduate courses from different disciplines in UOWM to gain a broader understanding of relevant subject areas or to acquire specific skills.
- *Skill Development:* Occasionally, a doctoral candidate might identify a specific skill or knowledge taught in an undergraduate course that is relevant to their research. In this case they might choose to enroll in that course to gain proficiency in that area of expertise, even if they have already completed their required coursework.

It's important to note that doctoral candidates need to discuss and seek permission from their supervisor before enrolling in undergraduate courses or enroll following the recommendation of their supervisor. In these cases, all the undergraduate courses are considered as elective courses in the doctoral studies programmeme.

Colloquia

During their studies, doctoral candidates should participate and familiarize themselves with thesis defence. Thus, their participation in PhD Colloquia is considered one of doctoral candidates' obligations.

Finals

The culmination of your doctoral studies will be the completion and defense of your doctoral dissertation. The dissertation should demonstrate original research, contribute to the existing knowledge in the field, and showcase your ability to conduct independent research.

Examination Regulations

Examination regulations govern the evaluation and assessment processes within the programme. These regulations outline criteria for grading, evaluation methods for courses, research progress evaluations, and the requirements for the defense of the doctoral dissertation. Familiarize yourself with these regulations to ensure you meet the academic standards and requirements for successful completion of the programme.

Remember to consult the academic regulations, guidelines, and academic resources provided by the department and the institution for detailed and up-to-date information regarding the specific procedures and requirements of the doctoral studies programme in Psychology at the Department of Psychology, University of Western Macedonia, Greece.

COURSE AND SEMINAR OUTLINES

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

ΕΣΠΑ 2021-2027

Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή

MANDATORY COURSE "Advanced Research Methods in Psychology" OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	Advanced Research Methods in Psychology		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
3 hours lecture/ 3 hour laboratory work (blended learning)/ 4 hours online activities)		10	10
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Knowledge		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes
• Develop a deeper understanding of the fundamental research methods and techniques in psychology. • Identify the strength and limitations of various research designs • Design and conduct empirical studies using the appropriate research methods • Develop research questions and hypotheses. • Understand ethical considerations in research • Collect and analyze data • Evaluate and interpret research findings • Communicate research findings • Conduct literature searches and reviews
General Skills
Critical thinking Research skills Problem-solving skills Analytical skills, Communication skills Ethical awareness, Research ethics Data analysis skills, Interpretation skills Information retrieval skills, Evaluation of Information Literature review, Academic writing skills

(3) COURSE CONTENT

Introduction to research methods. Ethical guidelines in psychological research. Experimental design and control. Formulating research questions and hypotheses. Measurement in Research Sampling Methods

Quantitative Research Qualitative Research Mix Methods Design Statistical analysis techniques, Interpretation of results Searching and reviewing relevant literature

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	This course utilizes a blended learning approach, combining in-person classroom sessions with online activities and resources
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.* *Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles*	***Method Description*** / ***Semester workload*** Lectures: 39 Collaborative learning: 52 Laboratory exercises: 39 Online Modules and Tutorials: 40 Case studies: 30 Guest speakers: *10* Assessment: *20* Independent study: *40* Total: ***270***
ASSESSMENT METHODS AND CRITERIA	• **Class Participation:** 20% of the final grade: Active participation in in-person and online

Description of the assessment methods and criteria: *Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others* *Assessment criteria are explicitly defined and stated.*	discussions, group activities, and case study analyses. *Assessment Criteria*: Contribution to discussions, engagement with peers, demonstration of critical thinking skills, and active involvement in collaborative tasks. Preparation for class. • **Assignments and Quizzes:** 30% of the final grade: Individual assignments and quizzes that assess understanding of key concepts, research design, data analysis, and interpretation. *Assessment Criteria:* Accuracy and depth of analysis, application of research methods knowledge, clarity of explanations, and demonstration of critical thinking skills. • **Research Project Proposal:** 50% of the final grade: Individual or group research project proposal, including research questions, study design, sampling plan, data collection methods, and ethical considerations. *Assessment Criteria*: Clarity and relevance of research questions, appropriateness of research design, feasibility of the proposal, consideration of ethical guidelines, and demonstration of critical thinking skills.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography:

Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The Handbook of Research Synthesis and Meta-Analysis (3rd ed.).* Russell Sage Foundation.

Creswell, J. W. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.).* SAGE Publications.

Goodwin, J. & Goodwin, K. (2016). *Research in psychology: methods and design.* John Wiley & Sons.

de Vaus, D. (2019). *Research Design in Social Research.* SAGE Publications.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2019). *Multivariate Data Analysis (8th ed.).* Cengage Learning.

Sani, F. (2017). *Experimental Design and Statistics for Psychology: A First Course.* Wiley.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2020). *Research Methods in Psychology (10th ed.).* McGraw-Hill Education.

Stainton Rogers, W., & Gomm, R. (2014). *Mixed Methods Research for Psychology: Integrating Quantitative and Qualitative Approaches in Theory and Practice.* Cambridge University Press.

- Relevant scientific journals:

Behavior Research Methods

International Journal of Research and Method in Education

International Journal of Research Methodology

International Journal of Social Research Methodology

International Journal of Quantitative and Qualitative Research Methods (IJQQRM)

International Journal of Qualitative Methods

Journal of Mixed Methods Research

Journal of Participatory Research Methods

Methodology

Methods

Psychological Methods

Research Synthesis Methods

Quality & Quantity

SAGE Research Methods Cases

Survey Research Methods

MANDATORY ELECTIVE SEMINARS OUTLINES

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

ΕΣΠΑ 2021-2027

Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή

COURSE "Quantitative Research in Psychology: Field Methods and Data Analysis Software"
OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities			
DEPARTMENT	Psychology			
LEVEL OF STUDIES	Doctoral			
COURSE CODE		**SEMESTER**		
COURSE TITLE	Quantitative Research in Psychology: Field Methods and Data Analysis Software			
COURSEWORK BREAKDOWN			**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
			39	6
Add extra space if necessary				
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills			
PREREQUISITES:	Advanced Research Methods in Psychology			
LANGUAGE OF INSTRUCTION and EXAMS:	English			
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes			
COURSE WEB PAGE (URL)				

(2) LEARNING OUTCOMES

Learning Outcomes
• Identify appropriate research designs and methods for conducting field research. • Apply quantitative research methods (surveys, experiments, etc.) • Analyze and interpret quantitative data using software. • Critically evaluate and select appropriate software for specific research purposes. • Evaluate ethical considerations and challenges specific to field research. • Communicate research findings effectively through written and oral presentations.
General Skills
Data collection skills Experimental design Statistical analysis skills, Technical skills Data interpretation Communication skills, Critical Thinking

(3) COURSE CONTENT

Introduction to Field Research Designing and implementing quantitative research studies Statistical analysis techniques for quantitative data Introduction to software such as JASP, R, SPSS, AMOS, EQS, and their applications for quantitative data analysis Applying software tools for statistical analysis and interpretation of quantitative data. Data visualization

(4) TEACHING and LEARNING METHODS - ASSESSMENT

<table>
<tr><td>COURSE DELIVERY MODE
lectures, face-to-face, distance learning etc.</td><td>This course utilizes a blended learning approach, combining in-person classroom sessions with online activities and resources</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY
e.g. use of audiovisual media and computers etc.</td><td>E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online discussions</td></tr>
<tr><td>TEACHING METHODS
Derailed description of the teaching methods used:
Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.
Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles</td><td>
<table>
<tr><th>Method Description</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Collaborative learning</td><td>39</td></tr>
<tr><td>Laboratory exercises</td><td>26</td></tr>
<tr><td>Online Modules and Tutorials</td><td>20</td></tr>
<tr><td>Assessment</td><td>30</td></tr>
<tr><td>Individual study</td><td>20</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total</td><td>161</td></tr>
</table>
</td></tr>
<tr><td>ASSESSMENT METHODS AND CRITERIA
Description of the assessment methods and criteria:
Language of Assessment, Assessment Methods, Formative or Concluding</td><td>• Class Participation: 20% of the final grade: Active participation in in-person and online discussions, group activities, and case study analyses.
Assessment Criteria: Contribution to discussions, engagement with peers, demonstration of critical thinking skills,</td></tr>
</table>

Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others *Assessment criteria are explicitly defined and stated.*	and active involvement in collaborative tasks. Preparation for class. • **Lab Exercises and Assignments:** 30% of the final grade: Lab exercises and assignments throughout the course will assess students' understanding and application of software application *Assessment Criteria:* appropriate use of quantitative software and appropriate interpretation of results. • **Data Analysis and Research Reports:** 50% of the final grade: Individual exercises with data analysis and report of the findings. *Assessment Criteria*: Clarity and relevance of research questions, appropriateness of research design, feasibility of the proposal, consideration of ethical guidelines, and demonstration of critical thinking skills.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography:

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage Publications.

Goss-Sampson, M. A. (2022). *Statistical Analysis in JASP 0.16.1: A Guide for Students.* March 2022.

Field, A. (2018). *Discovering statistics using IBM SPSS Statistics.* Sage.

Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach.* Guilford Press.

Hox, J. J., Moerbeek, M., & van de Schoot, R. (2017). *Multilevel Analysis: Techniques and Applications.* Routledge.

Maxwell, S. E., Delaney, H. D., & Kelley, K. (2017). *Designing experiments and analyzing data: A model comparison perspective.* Routledge.

Nezlek, J. B. (2017). *Multilevel modeling for psychologists.* Routledge.

Stevens, J. P. (2009). *Applied Multivariate Statistics for the Social Sciences.* Routledge.

Tabachnick, B. G., & Fidell, L. S. (2018). *Using multivariate statistics.* Pearson.

VanderWeele, T. J. (2015). *Explanation in causal inference: Methods for mediation and interaction.* Oxford University Press.

Wagenmakers, E.-J., Marsman, M., Jamil, T., Ly, A., Verhagen, A. J., Love, J., Selker, R., Gronau, Q. F., Šmíra, M., Epskamp, S., Matzke, D., Rouder, J. N., Morey, R. D. (2017). Bayesian inference for psychology. Part I: Theoretical advantages and practical ramifications. *Psychonomic Bulletin & Review, 25,* 35-57.

Wagenmakers, E.-J., Love, J., Marsman, M., Jamil, T., Ly, A., Verhagen, A. J., Selker, R., Gronau, Q. F., Dropmann, D., Boutin, B., Meerhoff, F., Knight, P., Raj, A., van Kesteren, E.-J., van Doorn, J., Šmíra, M., Epskamp, S., Etz, A., Matzke, D., de Jong, T., van den Bergh, D., Sarafoglou, A., Steingroever, H., Derks, K., Rouder, J. N., & Morey, R. D. (2017). Bayesian inference for psychology. Part II: Example applications with JASP. *Psychonomic Bulletin & Review, 25,* 58-76.

Warner, R. M. (2013). *Applied statistics: From bivariate through multivariate techniques.* Sage.

- Relevant scientific journals:

Psychological Methods

Structural Equation Modeling: A Multidisciplinary Journal

Journal of Mixed Methods Research

Journal of Experimental Psychology: General

"Qualitative Research in Psychology: Field Methods and Data Analysis Software" OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Qualitative Research in Psychology: Field Methods and Data Analysis Software		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
		39	6
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:	Advanced Research Methods in Psychology		
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes
• Identify appropriate research designs and methods for conducting field research. • Apply qualitative research methods (interviews, focus groups, etc.) • Analyze and interpret qualitative data • Utilize software for analyzing qualitative psychological data. • Analyze and interpret qualitative data using software. • Critically evaluate and select appropriate software for specific research purposes. • Evaluate ethical considerations and challenges specific to field research. • Communicate research findings effectively through written and oral presentations.
General Skills
Interviewing skills, Data collection skills Survey design, Experimental design Qualitative data analysis skills, Technical skills, Interpretation skills Communication skills, Critical Thinking

(3) COURSE CONTENT

Introduction to Field Research Conducting interviews, focus groups and observations in naturalistic settings Coding, thematic/ content analysis of qualitative data. Introduction to software such as InVivo and Atlas, and their applications for qualitative data analysis. Applying software tools for coding and analyzing qualitative data. Data visualization

(4) TEACHING and LEARNING METHODS - ASSESSMENT

<table>
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lectures, face-to-face, distance learning etc.</td><td>This course utilizes a blended learning approach, combining in-person classroom sessions with online activities and resources</td></tr>
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e.g. use of audiovisual media and computers etc.</td><td>E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online discussions</td></tr>
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Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

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<tr><td>Online Modules and Tutorials</td><td>20</td></tr>
<tr><td>Assessment</td><td>30</td></tr>
<tr><td>Individual study</td><td>20</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total</td><td>161</td></tr>
</table>
</td></tr>
<tr><td>ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice</td><td>• Class Participation: 20% of the final grade: Active participation in in-person and online discussions, group activities, and case study analyses.

Assessment Criteria: Contribution to discussions, engagement with peers, demonstration of critical thinking skills, and active involvement in collaborative tasks. Preparation for class.</td></tr>
</table>

Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others *Assessment criteria are explicitly defined and stated.*	• **Lab Exercises and Assignments:** 30% of the final grade: Lab exercises and assignments throughout the course will assess students' understanding and application of software application *Assessment Criteria:* appropriate use of software and appropriate interpretation of results. • **Data Analysis and Research Reports:** 50% of the final grade: Individual exercises with data analysis and report of the findings. *Assessment Criteria*: Clarity and relevance of research questions, appropriateness of research design, feasibility of the proposal, consideration of ethical guidelines, and demonstration of critical thinking skills.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography:

Braun, V., & Clarke, V. (2019). *Successful Qualitative Research: A Practical Guide for Beginners.* Sage Publications.

Charmaz, K. (2014). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis.* Sage Publications.

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* Sage Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage Publications.

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation.* Jossey-Bass.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). Qualitative data analysis: A methods sourcebook. Sage.

Saldaña, J. (2015). *The coding manual for qualitative researchers.* Sage.

Willig, C., & Stainton-Rogers, W. (Eds.). (2019). *The SAGE handbook of qualitative research in psychology.* Sage.

- Relevant scientific journals:

International Journal of Qualitative Studies in Education

Qualitative Inquiry

Qualitative Psychology

Journal of Experimental Psychology: General

Psychological Methods

SEMINAR "Contemporary Issues in Psychological Inquiry" OUTLINE

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities			
DEPARTMENT	Psychology			
LEVEL OF STUDIES	Doctoral			
COURSE CODE		**SEMESTER**		
COURSE TITLE	Contemporary Issues in Psychological Inquiry			
COURSEWORK BREAKDOWN			**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
			39	6
Add extra space if necessary				
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills			
PREREQUISITES:				
LANGUAGE OF INSTRUCTION and EXAMS:	English			
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes			
COURSE WEB PAGE (URL)				

(2) LEARNING OUTCOMES

Learning Outcomes
• Demonstrate an understanding of various research methodologies and their applications in psychology. • Identify and address gender biases in research design and implementation. • Conduct a systematic literature review effectively. • Utilize university resources to support their research endeavors. • Design and implement digitalized psychological tasks and tests for research purposes.
General Skills
Technical skills, Programming skills Problem-solving skills Data collection skills, Research skills Data analysis and interpretation skills

(3) COURSE CONTENT

1. Introduction to Research Planning and Design *Overview of research methodologies in psychology* *Importance of systematic planning in research* *Ethical considerations in psychological research* **2. Gender Issues in Research** *Understanding gender biases in research* *Strategies for mitigating gender biases* *Incorporating gender-sensitive approaches in research design* **3. Systematic Literature Review** *Fundamentals of conducting a systematic literature review* *Techniques for searching, evaluating, and synthesizing research literature*

Practical exercises and tools for literature review

4. Resources at the University for Doing Research

Overview of university resources for research support

Accessing library databases, archives, and research tools

Guidance on funding opportunities and research grants

5. Design of Digitalized Psychological Tasks and Tests

Introduction to digitalized psychological assessments

Principles of designing and implementing digitalized tasks and tests

Hands-on practice with digital tools and software for psychological assessment

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	This seminar utilizes a blended learning approach, combining in-person classroom sessions with online activities and resources
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written*	

Method Description	***Semester workload***
Lectures	13
Collaborative learning	20
Laboratory exercises	39
Online Modules and Tutorials	20
Assessment	*32*
Total	***124***

Assignments, Artistic creation etc. *Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles*	
ASSESSMENT METHODS AND CRITERIA *Description of the assessment methods and criteria:* *Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others* *Assessment criteria are explicitly defined and stated.*	• **Class Participation and Engagement:** 20% of the final grade: Active participation in in-person and online discussions and group activities. *Assessment Criteria*: Contribution to discussions, engagement with peers, demonstration of critical thinking skills, and active involvement in collaborative tasks. Preparation for class. • **Lab Exercises and Assignments:** 50% of the final grade: Lab exercises and assignments throughout the course will assess students' understanding of contemporary issues in psychological research *Assessment Criteria:* assessment criteria can be tailored to align with the specific learning objectives and activities of each session within the seminar. Below, you can find an indicative list of assignments. • **Final Project: 30% of the final grade** Participants will integrate the knowledge and skills acquired throughout the seminar's exercises and assignments into a final project, namely preparing a research proposal. *Assessment criteria:* the coherence of the proposal, application of relevant concepts

	and methodologies, and demonstration of critical thinking and problem-solving skills.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC

Cislak, A., Formanowicz, M., & Saguy, T. (2018). Bias against research on gender bias. *Scientometrics, 115,* 189-200.

Collins, J. A., & Fauser, B. C. (2005). Balancing the strengths of systematic and narrative reviews. *Human reproduction update, 11*(2), 103-104.

Ioannidis, J. P. (2016). The mass production of redundant, misleading, and conflicted systematic reviews and meta-analyses. *The Milbank Quarterly, 94*(3), 485-514.

Khan, K. S., Kunz, R., Kleijnen, J., & Antes, G. (2011). Five Steps to Conducting a Systematic Review. *Journal of the Royal Society of Medicine, 104*(12), 501–505. https://doi.org/10.1258/jrsm.2011.110015

Moher, D., Shamseer, L., Clarke, M., et al. (2015). Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015 Statement. *Systematic Reviews, 4,* 1. https://doi.org/10.1186/2046-4053-4-1

Psychology Software Tools, Inc. (2012). *E-Prime 2.0 Professional: Software for Psychology Experiment Design.* Pittsburgh, PA: Psychology Software Tools, Inc.

Parsons, T. D. (2017). Virtual Reality for Enhanced Ecological Validity and Experimental Control in the Clinical, Affective, and Social Neurosciences. *Frontiers in Human Neuroscience,* 11, 660.

Pnevmatikos, D., & Georgiadou, T. (2019). The explanatory coexistence of scientific and supernatural explanations: A meta-analysis. *Psychology: The Journal of the Hellenic Psychological Society.*

Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual review of psychology, 70,* 747-770.

Sutton, A. J., Duval, S. J., Tweedie, R. L., et al. (2000). Empirical Assessment of Effect of Publication Bias on Meta-Analyses. *BMJ, 320*(7249), 1574–1577. https://doi.org/10.1136/bmj.320.7249.1574

- Relevant scientific journals:

Journal of Experimental Psychology: Learning, Memory, and Cognition

Journal of Personality and Social Psychology

Psychological Science

Developmental Psychology

Psychological Bulletin

Annual Review of Psychology

Research Synthesis Methods

Educational Psychology Review

Developmental Review

Sex Roles: A Journal of Research

Psychology of Women Quarterly

Gender & Society

Journal of Gender Studies

Feminism & Psychology

ACADEMIC, RESEARCH AND TEACHING ACTIVITIES OUTLINES

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης

ΕΣΠΑ 2021-2027

Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή

Doctoral Dissertation

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Doctoral Dissertation		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
preparation and successful defense of doctoral thesis		-	90
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

- Research and Knowledge Creation:
  - Formulate a clear and significant research problem or question.
  - Conduct a comprehensive literature review to situate the research within existing knowledge.
  - Develop a coherent theoretical framework to guide the research.
- Methodological Competence:
  - Design and implement appropriate research methodologies and data collection techniques.
  - Analyze data rigorously using relevant qualitative or quantitative methods.
  - Evaluate the validity and reliability of research findings.
- Critical Thinking and Analysis:
  - Critically evaluate and synthesize complex information and scholarly literature.
  - Interpret research findings to draw meaningful conclusions and implications.
  - Identify and address gaps in existing research and propose new avenues for exploration.
- Communication Skills:
  - Communicate research ideas, methods, findings, and implications effectively in oral and written formats.
  - Present research findings to academic and non-academic audiences with clarity and coherence.
  - Respond articulately to questions and critiques during thesis defense.
- Project Management:
  - Manage a long-term research project independently, including planning, time management, and resource allocation.
  - Adapt research strategies and methodologies in response to challenges and unforeseen circumstances.
- Ethical and Professional Responsibility:
  - Conduct research ethically and responsibly, adhering to academic integrity and ethical guidelines.
  - Recognize and address ethical dilemmas that may arise during the research process.

General Skills

Writing Skills
Analytical Skills
Presentation Skills
Collaboration and Networking
Problem-Solving
Self-Reflection and Improvement
Time Management and Organization
Adaptability and Resilience

(3) COURSE CONTENT

I. Research Proposal and Literature Review:

Formulating the Research Problem

- Defining research questions and objectives
- Justifying the significance of the research

Literature Review:

- Conducting a comprehensive review of relevant literature
- Identifying gaps and theoretical frameworks

Methodology Design:

- Choosing appropriate research methods
- Discussing data collection and analysis techniques

II. Data Collection and Analysis

Data Collection:

- Implementing the chosen research methods
- Addressing ethical considerations and data management

Data Analysis:

- Analyzing collected data using appropriate tools
- Interpreting results and drawing conclusions

Preliminary Findings:

- Presenting initial findings to advisors and peers
- Incorporating feedback into research

III. Thesis Writing:

- Introduction and Theoretical Framework
- Structuring the introduction and theoretical background
- Clearly defining concepts and theoretical perspectives

Results and Discussion

- Presenting research findings systematically
- Discussing implications, limitations, and future research directions

Conclusion and Recommendations

- Summarizing key findings and contributions
- Offering recommendations for practice and further study
- Editing and Finalizing
- Reviewing thesis for coherence, clarity, and academic rigor
- Ensuring adherence to formatting and citation styles

IV. Thesis Defense Preparation

Preparation of Defense Presentation:

- Developing a clear and concise presentation of research
- Creating visual aids and slides for defense

Mock Defense:

- Conducting mock defense sessions with peers and faculty
- Receiving feedback and improving presentation skills

Final Revisions:

- Incorporating feedback from mock defense into thesis
- Finalizing thesis document for submission and defense

V. Thesis Defense

Public Defense:

- Presenting thesis research to faculty, peers, and public audience
- Responding to questions and critiques effectively

Evaluation and Feedback:

- Receiving feedback from the thesis committee
- Addressing any revisions or clarifications required

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Lectures: Face-to-face and/or online lectures to introduce theoretical concepts, research methodologies, and key literature. Seminars: Small group discussions to critically analyze literature, present research progress, and receive feedback. Tutoring: Individual or small group sessions with supervisors to discuss research plans, methodologies, and thesis progress. Workshops: Interactive sessions on specific topics such as literature review techniques, data analysis methods, and thesis writing skills. Distance Learning: Online resources, virtual lectures, and discussion forums for flexible learning and engagement.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions

TEACHING METHODS

Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles

Method Description	***Semester workload***
Lectures and seminars	500
Laboratory work, data analysis	500
Study & Bibliography Analysis	1000
Projects	600
Assessments	*100*
Total	***2700***

ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others

- **Assessment Methods:**
- Formative Assessment: Regular feedback during seminars, workshops, and tutoring sessions.
- Concluding Assessment: Final thesis defense.
- Written Assessment: Essays, research reports, and thesis chapters.
- Oral Assessment: Thesis defense presentation and viva voce examination.
- **Assessment Criteria:**
- Clarity of research problem and objectives.
- Critical analysis and synthesis of literature.
- Methodological rigor and appropriateness.
- Quality and originality of research findings.

Assessment criteria are explicitly defined and stated.	• Clarity, coherence, and academic rigor of written thesis. • Oral presentation skills and ability to defend research effectively.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

One (1) scientific article in international journal belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS)

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	One (1) scientific article in international journal belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS)		

COURSEWORK BREAKDOWN	**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
preparation and publication of one (1) scientific article in international journal belonging to one of the Q1, Q2, or Q3 categories of SCIMAGO (SCOPUS)	-	20
Add extra space if necessary		

COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills
PREREQUISITES:	
LANGUAGE OF INSTRUCTION and EXAMS:	English
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes

COURSE WEB PAGE (URL)	

(2) LEARNING OUTCOMES

Learning Outcomes

• Research Skills:
  ○ Plan and execute research suitable for publication in a scientific journal.
  ○ Apply appropriate methodologies and data analysis techniques.
• Writing Skills:
  ○ Write and structure a scientific article following academic standards.
  ○ Critically review and synthesize existing literature in the field.
• Publication Ethics:
  ○ Demonstrate understanding of ethical issues in scientific publishing.
  ○ Adhere to ethical guidelines and practices in research and writing.
• Communication Skills:
  ○ Present research findings effectively in written form for publication.
  ○ Respond to peer feedback and revise manuscript accordingly.

General Skills
Writing Skills Analytical Skills Presentation Skills Collaboration and Networking Problem-Solving Self-Reflection and Improvement Time Management and Organization

(3) COURSE CONTENT

Scientific Publishing
• Scientific Publishing Landscape • Overview of academic journals and publication standards.

- Understanding different categories and impact factors (Q1, Q2, Q3).

Ethics and Integrity in Publishing

- Ethical considerations in scientific research and publication.
- Guidelines for authorship, plagiarism, and peer review.

II. Research Preparation and Data Collection

- Research Design and Methodology
- Refining research questions and objectives for publication.
- Selection and justification of research methods.

Data Collection and Analysis

- Describing and justifying data collection procedures.
- Presenting and justifying the use of specific statistical analysis techniques relevant to the research.

III. Writing the Scientific Article

- Structuring the Article

- Introduction, methods, results, discussion, and conclusion sections.
- Guidelines for clear and concise scientific writing.
- Literature Review and Citations
- Conducting a thorough literature review to situate the research.
- Proper citation and referencing practices.

IV. Review and Revision Process

- Peer Review and Feedback
- Peer review sessions involving the supervisor and advisory committee.
- Incorporating feedback to improve clarity and coherence.

V. Submission

- Preparing for Submission
- Formatting the manuscript according to journal guidelines.
- Understanding the submission process and requirements.

VI. Publication and Dissemination

- Understanding Publication Metrics

- Tracking article citations and impact post-publication.
- Strategies for promoting and disseminating research findings.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Lectures: Introduction to scientific publishing and ethical considerations. Workshops: Hands-on sessions on research design, data analysis, and manuscript preparation. Tutoring: Individual guidance and feedback on manuscript writing and revision, involving supervisors and advisory committee members.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.* *Study hours for each learning activity are included along with*	

Method Description	***Semester workload***
Lectures and seminars	500
Workshops and Practical Exercises	1000
Tutoring and Supervision	500
Independent Study and Research	4000
Total	***6000***

the non-guided study hours according to the ECTS principles	
ASSESSMENT METHODS AND CRITERIA *Description of the assessment methods and criteria:* *Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others* *Assessment criteria are explicitly defined and stated.*	• **Assessment Methods:** • Formative Assessment: Feedback during workshops, peer review sessions, and interactions with supervisors/advisory committee. • Concluding Assessment: Evaluation of the final published article. • Written Assessment: Scientific article manuscript. • Assessment Criteria: • Letter of acceptance from the journal

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

One (1) scientific publication in peer-reviewed proceedings of an international conference

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	One (1) scientific publication in peer-reviewed proceedings of an international conference		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
preparation and publication of one (1) scientific publication in peer-reviewed proceedings following the successful presentation at an international conference		-	10
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

• Research Skills:
  ○ Plan and execute research suitable for presentation at international conferences.
  ○ Write a comprehensive conference paper following academic standards.
• Presentation Skills:
  ○ Deliver effective oral presentations and prepare engaging visual materials.
  ○ Respond confidently to questions and feedback during conference sessions.
• Writing Skills:
  ○ Structure and write a clear and coherent conference paper.
  ○ Synthesize and integrate literature into the discussion and conclusions.
• Publication Ethics:
  ○ Demonstrate understanding of ethical guidelines in academic publishing.
  ○ Apply proper citation practices and adhere to copyright regulations.

General Skills
Writing Skills Analytical Skills Presentation Skills Collaboration and Networking Communication Skills Critical Thinking Professionalism

(3) COURSE CONTENT

Scientific Publishing and Conference Presentations

- Conference proceedings
- Understanding peer-reviewed publication standards

Conference Presentation Skills

- Effective strategies for presenting research at international conferences.
- Preparation of conference abstracts and presentation materials.

II. Conference Preparation

Abstract Submission and Preparation

- Crafting a compelling conference abstract.
- Guidelines for abstract submission and acceptance criteria.
- Presentation Techniques

Developing clear and engaging presentation slides or posters.

Practicing oral presentation skills and handling questions effectively.

III. Writing the Conference Paper

Structuring the Paper

- Introduction, methodology, results, discussion, and conclusion sections.
- Incorporating feedback from conference presentation into the paper.
- Literature Review and Citation

Conducting a comprehensive literature review relevant to the conference topic.

Proper citation and referencing practices for conference papers.

IV. Peer Review and Revision

- Peer Review Process
- Engaging in peer review activities to improve the quality of the conference paper.
- Providing constructive feedback to peers on their papers.

V. Publication and Dissemination Strategies

- Publication Ethics and Metrics
- Understanding ethical considerations in publishing conference papers.

- Strategies for tracking citations and promoting research findings post-publication.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Lectures: Introduction to scientific publishing and ethical considerations. Workshops: Hands-on sessions on research design, data analysis, and manuscript preparation. Tutoring: Individual guidance and feedback on manuscript writing and revision, involving supervisors and advisory committee members.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.* *Study hours for each learning activity are included along with*	

Method Description	***Semester workload***
Lectures and seminars	500
Literature review	500
Data analysis and data visualisation	500
Conference Preparation and Presentation	500
Writing and Submitting the Conference Paper	500
Peer Review and Revision	400
Publication and Dissemination	100

the non-guided study hours according to the ECTS principles	Total: ***3000***
ASSESSMENT METHODS AND CRITERIA *Description of the assessment methods and criteria:* *Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others* *Assessment criteria are explicitly defined and stated.*	• **Assessment Methods:** • Evaluation of the final conference paper and presentation. • Assessment Criteria: • Letter of acceptance for publication in the conference proceedings • Certificate of attendance or presentation at the International Conference

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Teaching assistance (lectures/ laboratories)

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Teaching assistance (lectures/ laboratories)		

COURSEWORK BREAKDOWN	**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Teaching assistance – supportive teaching in lectures and laboratories in undergraduate and postgraduate studies programme	-	2 per semester/ maximum 10
Add extra space if necessary		

COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills
PREREQUISITES:	
LANGUAGE OF INSTRUCTION and EXAMS:	English
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes
COURSE WEB PAGE (URL)	

(2) LEARNING OUTCOMES

Learning Outcomes

• Teaching Skills:
  ○ Develop practical teaching skills through hands-on experience in lectures and laboratories.
  ○ Effectively facilitate student learning and engagement in academic settings.
• Communication Skills:
  ○ Communicate complex concepts clearly and effectively to students.
  ○ Engage in professional communication with faculty and peers.
• Assessment and Feedback:
  ○ Gain experience in assessing student work and providing constructive feedback.
  ○ Understand the importance of fair and consistent evaluation practices.
• Professionalism:
  ○ Demonstrate professionalism in classroom management and interactions with students.
  ○ Uphold academic integrity and ethical standards in teaching and assessment.

General Skills
Leadership and Teamwork Adaptability and Problem-Solving Communication Skills Critical Thinking

(3) COURSE CONTENT

I. Introduction to Teaching Assistance
○ Role of Teaching Assistants ○ Overview of responsibilities and expectations. ○ Understanding the importance of effective teaching support.

- Pedagogical Techniques
- Introduction to teaching methodologies and strategies.
- Observing and learning from experienced educators.

II. Teaching Assistance

- Familiarization with course content and materials.
- Shadowing senior instructors and understanding classroom dynamics.
- Facilitating laboratory sessions under supervision.
- Assisting students with experiments and equipment usage.
- Co-teaching selected lectures with a faculty member.
- Delivering portions of lectures and engaging with students.
- Assisting in grading assignments and exams.
- Providing constructive feedback to students on their work.
- Leading lectures or laboratory sessions independently.
- Managing classroom activities and addressing student queries.
- Co-supervision of bachelor and master theses
- Supervision during examination
- Marking assignments and exercises

III. Reflective Practice and Professional Development

- Reflective Teaching
- Reflecting on teaching experiences and identifying strengths and areas for improvement.
- Implementing feedback received from faculty and peers.
- Professional Development

Participating in workshops on teaching pedagogy and assessment techniques.

- Building a teaching portfolio and preparing for future academic roles.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Lectures and Seminars, Laboratory Sessions, Tutoring and Supervision, Independent Study and Reflection

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY
e.g. use of audiovisual media and computers etc.</td><td>E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions</td></tr>
<tr><td>TEACHING METHODS

Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles</td><td>
<table>
<tr><th>Method Description</th><th>Semester workload</th></tr>
<tr><td>Lectures and seminars</td><td>26</td></tr>
<tr><td>Preparation</td><td>8</td></tr>
<tr><td>Other teaching assistance work (supervision, marking etc.)</td><td>26</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Total</td><td>60/per semester</td></tr>
</table>
</td></tr>
<tr><td>ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral</td><td>

Assessment Methods:
Formative Assessment: Ongoing feedback from faculty and peers during teaching sessions.
Summative Assessment: Evaluation of teaching performance from the supervisor, and reflective portfolios.
Assessment Criteria: Effectiveness in teaching delivery, student engagement, assessment fairness, and professional conduct.

</td></tr>
</table>

Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others *Assessment criteria are explicitly defined and stated.*	

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Three (3) guest lectures in other universities (at least one in a university abroad)

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Three (3) guest lectures in other universities (at least one in a university abroad)		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Delivering three (3) guest lectures in other universities (at least one in a university abroad)		-	6
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

• Teaching and Communication Skills:
  ○ Develop effective communication skills for presenting complex ideas to diverse audiences.
  ○ Enhance ability to engage and interact with students and faculty in academic settings.
• Content Development:
  ○ Design and deliver informative and engaging lectures on specialized topics.
  ○ Adapt teaching strategies to suit different educational contexts and student backgrounds.
• Professionalism and Networking:
  ○ Demonstrate professionalism in academic presentations and interactions.
  ○ Build professional relationships and networks with colleagues in academia.

General Skills
Cultural Awareness and Adaptability Leadership and Initiative Adaptability and Problem-Solving Communication Skills Critical Thinking

(3) COURSE CONTENT

Guest Lecturing
○ Role and Responsibilities ○ Overview of guest lecturer responsibilities and expectations. ○ Importance of effective communication and engagement with diverse audiences**.**

Preparation and Content Development

- Identifying suitable topics and tailoring content for different audiences.
- Designing engaging lecture materials and activities.

Guest Lectures

Lectures in domestic University/-ies

- Preparation and delivery of a guest lecture at a domestic university.
- Engaging with students and faculty members in the host institution.

Lecture in International University/-ies

- Preparation and delivery of a guest lecture at an international university.
- Addressing global perspectives and interacting with diverse student groups.

Reflection and Professional Development

- Reflective Practice
- Reflecting on guest lecturing experiences and learning outcomes.
- Identifying strengths and areas for further development in teaching and communication.
- Global Academic Engagement
- Understanding the impact of global academic exchange and collaboration.
- Building professional networks and enhancing cross-cultural communication skills.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Lectures and Seminars, Tutoring and Supervision, Independent Study and Reflection, Preparation and Content Development
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions

TEACHING METHODS

Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles

Method Description	***Semester workload***
Lectures and seminars	40
Literature review	40
Content development	40
Delivering lectures	10
Preparing for lectures	50
Total	***180 (for three lectures)***

ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others

- **Assessment Methods:**
- Formative Assessment: Feedback from host institutions and participants on lecture content and delivery.
- Summative Assessment: Evaluation of reflective reports or portfolios summarizing guest lecturing experiences and outcomes – including the invitations for guest lecturing
- **Assessment Criteria:** Effectiveness in communicating complex ideas, engagement with audience, adaptation to diverse settings, and professional conduct.

Assessment criteria are explicitly defined and stated.	

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Summer school participation

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Summer school participation		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Participating in a summer school related to the thesis subject (at least 39 hours duration)		-	6
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

• Interdisciplinary Knowledge:
  ○ Gain interdisciplinary knowledge and insights through participation in diverse summer school programs.
  ○ Understand the integration of different disciplines in addressing complex research questions.
• Collaboration and Networking:
  ○ Collaborate effectively with peers and experts from various academic backgrounds.
  ○ Build professional networks and foster academic collaborations beyond disciplinary boundaries.
• Research Skills Enhancement:
  ○ Enhance research skills such as critical thinking, problem-solving, and analytical reasoning.
  ○ Apply new methodologies or theoretical approaches learned during summer school to advance doctoral research.

General Skills
Cultural Awareness Adaptability Leadership and Initiative Professional Development Communication Skills Critical Thinking

(3) COURSE CONTENT

Summer School Participation **Purpose and Objectives** ○ Overview of summer school objectives and learning outcomes. ○ Importance of interdisciplinary collaboration and academic networking.

Preparation for Summer School

- Understanding the theme and focus of the summer school program.
- Preparing background knowledge and research materials relevant to the theme.

Summer School Sessions

- Participation in lectures, workshops, and discussions at a domestic or international summer school.
- Engaging with peers and experts in the field through collaborative projects or activities.
- Collaborating with participants from diverse academic and cultural backgrounds.

Reflection and Academic Integration

- Reflective Practice
- Reflecting on summer school experiences and acquired knowledge.
- Identifying insights and lessons learned applicable to doctoral research and professional development.
- Integration into Research
- Integrating new perspectives and methodologies gained from summer school participation into ongoing research projects.
- Applying summer school learnings to enhance research methodologies or theoretical frameworks.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Preparation for Summer Schools, Summer School Sessions, Reflection and Academic Integration
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions
TEACHING METHODS	***Method Description*** | ***Semester workload***

<table>
<tr>
<td>Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles</td>
<td>
<table>
<tr><td>Summer school preparation</td><td>61</td></tr>
<tr><td>Summer school sessions</td><td>39 (minimum)</td></tr>
<tr><td>Reflection</td><td>40</td></tr>
<tr><td>Academic integration</td><td>40</td></tr>
<tr><td></td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Total</td><td>180</td></tr>
</table>
</td>
</tr>
<tr>
<td>ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others

Assessment criteria are explicitly defined and stated.</td>
<td>

Assessment Methods:
Summative Assessment: Certificate of attendance/ successful completion of summer school
Assessment Criteria: Active participation in summer school activities, integration of acquired knowledge into research, reflection on personal and academic growth, and demonstration of interdisciplinary learning outcomes.

</td>
</tr>
</table>

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Participation in student work groups

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Participation in students work groups		

COURSEWORK BREAKDOWN	**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Regular participation in work groups (at least 4 sessions) consisted of peers with a theme related to research methods, data analysis or to the subject of the thesis	-	6
Add extra space if necessary		

COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills
PREREQUISITES:	
LANGUAGE OF INSTRUCTION and EXAMS:	English
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes
COURSE WEB PAGE (URL)	

(2) LEARNING OUTCOMES

Learning Outcomes

• Collaboration Skills:
  ○ Develop effective collaboration and teamwork skills.
  ○ Engage in constructive group discussions and decision-making processes.
• Research and Analytical Skills:
  ○ Conduct thorough research and analyze information collectively.
  ○ Synthesize diverse perspectives into coherent group findings and conclusions.
• Presentation and Communication Skills:
  ○ Prepare and deliver group presentations effectively.
  ○ Communicate solutions clearly and persuasively.

General Skills
Cultural Awareness Adaptability Leadership and Initiative Team work Professional Development Communication Skills Critical Thinking

(3) COURSE CONTENT

Purpose and Objectives
○ Overview of the goals and benefits of participating in student work groups. ○ Understanding the dynamics and roles within a collaborative academic setting. ○ Preparation and Group Formation

Active Participation in Work Groups

- Engaging in collaborative work during session.
- Developing a written report and presenting conclusions as a group.
- Working on a practical problem-solving task or project.
- Presenting solutions and discussing the process and outcomes with the group.

Reflective Practice

- Reflecting on the experiences and outcomes of participating in work groups.
- Identifying strengths and areas for improvement in collaborative work.
- Skill Enhancement

Developing skills in communication, teamwork, and project management.

- Applying these skills to future academic and professional endeavors.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Preparation for group work, group project work, reflection and professional development
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art*	

Method Description	***Semester workload***
Preparation	60
Participation in group work	60
Reflection	60

Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc. *Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles*	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Total</td><td>***180***</td></tr></table>
ASSESSMENT METHODS AND CRITERIA *Description of the assessment methods and criteria:* *Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others* *Assessment criteria are explicitly defined and stated.*	• **Assessment Methods:** • Formative Assessment: Ongoing feedback from peers and instructors during group work. • Summative Assessment: Reflective essays, certificates of attendance / or other certificates that verifying participation. • Assessment Criteria: Quality of group presentations, effectiveness of collaboration and communication, and depth of reflection on the group work experience.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals: *The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to*

consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Research skills (proposal preparation and submission for grant)

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Research skills (proposal preparation and submission for grant)		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Development of research skills by preparing and submitting a proposal preparation for grant		-	6
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

• Research Proposal Skills:
  ○ Develop the ability to prepare a comprehensive and competitive research proposal.
  ○ Understand the components and requirements of successful grant applications.
• Project Planning and Management:
  ○ Design a detailed research project with clear objectives, methodology, and budget.
  ○ Plan and allocate resources effectively to support research activities.
• Communication and Persuasion:
  ○ Communicate research ideas clearly and persuasively in written form.
  ○ Justify the significance and feasibility of the proposed research to potential funders.

General Skills
Adaptability Leadership and Initiative Team work Professional Development Communication Skills Critical Thinking Analytical thinking Organisational management Time managment

(3) COURSE CONTENT

Grant Proposal Preparation

Purpose and Objectives

- Understanding the importance of securing research funding.
- Overview of the grant proposal process and key components of a successful application.
- Identifying Funding Opportunities
- Researching potential funding sources and opportunities.
- Evaluating eligibility criteria and aligning research goals with funding priorities.

Proposal Preparation

Stage 1: Research Concept and Background

- Developing a clear and compelling research concept.
- Conducting a literature review to establish the context and significance of the research.

Stage 2: Methodology and Project Design

- Designing a detailed research methodology and project plan.
- Outlining research objectives, hypotheses, and expected outcomes.

Stage 3: Budget and Resource Planning

- Preparing a comprehensive budget and resource plan.
- Justifying the financial requirements and resource allocations for the project.

Stage 4: Writing and Reviewing the Proposal

- Drafting the grant proposal, including all required sections.
- Reviewing and revising the proposal based on feedback from peers and supervisors.

Submission and Follow-up

- Submission Process
- Navigating the submission process and ensuring compliance with funder requirements.
- Preparing supporting documents and finalizing the application package.
- Post-Submission Follow-up

Understanding the review process and potential outcomes.

○ Preparing for potential revisions or resubmissions based on reviewer feedback.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Preparation and Concept Development, Proposal Writing and Review, Submission and Follow-up
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *e.g. use of audiovisual media and computers etc.*	E-class, Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions
TEACHING METHODS *Derailed description of the teaching methods used:* *Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.* *Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles*	***Method Description*** / ***Semester workload*** Preparation: 60 Concept development: 20 Proposal writing: 70 Review: 20 Submission and follow up: 10 Total: ***180***
ASSESSMENT METHODS AND CRITERIA *Description of the assessment methods and criteria:*	• **Assessment Methods:** • Formative Assessment: Ongoing feedback from supervisors and peers during the proposal preparation stages.

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others *Assessment criteria are explicitly defined and stated.*	• Summative Assessment: Proof successful submission for a grant. • Assessment Criteria: Clarity and coherence of the research concept, rigor and feasibility of the methodology, appropriateness of the budget, and overall quality of the written proposal, proof of successful submission.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Working in funded research programmes

(1) GENERAL INFORMATION

SCHOOL	Faculty of Social Sciences and Humanities		
DEPARTMENT	Psychology		
LEVEL OF STUDIES	Doctoral		
COURSE CODE		**SEMESTER**	
COURSE TITLE	Working in funded research programmes		
COURSEWORK BREAKDOWN		**TEACHING WEEKLY HOURS**	**ECTS CREDITS**
Working in at least 2 funded research programmes		-	6
Add extra space if necessary			
COURSE TYPE Scientific field *special knowledge* Development of special skills	Development of special skills		
PREREQUISITES:			
LANGUAGE OF INSTRUCTION and EXAMS:	English		
COURSE AVAILABLE TO ERASMUS STUDENTS:	Yes		
COURSE WEB PAGE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

• Research Skills:
  ○ Acquire practical research skills through active involvement in funded projects.
  ○ Gain proficiency in literature review, data collection, analysis, and reporting.
• Project Management and Collaboration:
  ○ Enhance project management capabilities by contributing to various stages of research projects.
  ○ Work effectively with research teams, demonstrating collaboration and leadership.
• Academic Writing and Communication:
  ○ Improve academic writing skills through the preparation of research papers, reports, and presentations.
  ○ Communicate research findings clearly and effectively to a range of audiences.

General Skills
Adaptability Leadership and Initiative Team work Professional Development Communication Skills Critical Thinking Analytical thinking Organisational management Time managment

(3) COURSE CONTENT

Purpose and Objectives

- Understanding the goals, structure, and significance of funded research programs.
- Overview of various types of funded research opportunities (e.g., national grants, international collaborations).

Roles and Responsibilities

- Defining the role and responsibilities of a researcher in funded projects.
- Understanding expectations, deliverables, and ethical considerations in funded research.

Active Participation in Research Projects

- Engaging in the foundational stages of a funded research project.
- Conducting literature reviews, data collection, and preliminary analysis under supervision**.**
- Collaborating with team members on data analysis, interpretation, and reporting.
- Taking on advanced roles and responsibilities within a funded research project.
- Leading specific tasks such as drafting research papers, preparing presentations, and managing datasets.

Reflection and Skill Development

- Reflecting on personal experiences and outcomes from working in funded research programs.
- Identifying strengths and areas for improvement in research and project management skills.
- Developing and honing research methodologies, data analysis techniques, and academic writing skills.
- Applying these enhanced skills to future research projects and professional undertakings.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

COURSE DELIVERY MODE *lectures, face-to-face, distance learning etc.*	Preparation and Initial Engagement, Active Project Participation, Reflection and Skill Development

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY
e.g. use of audiovisual media and computers etc.</td><td>Video lectures, Interactive Modules, Multimedia Resources, and Online literature search and discussions, Data collection, videoconferences</td></tr>
<tr><td>TEACHING METHODS

Derailed description of the teaching methods used:

Lectures, Seminars, Laboratory exercises, Study & bibliography analysis, Tutoring, Internship/Practicum, Art Workshop, Interactive Teaching, Projects, Written Assignments, Artistic creation etc.

Study hours for each learning activity are included along with the non-guided study hours according to the ECTS principles</td><td>
<table>
<tr><th>Method Description</th><th>Semester workload</th></tr>
<tr><td>Preparation and initial engagement</td><td>20</td></tr>
<tr><td>Active participation</td><td>140</td></tr>
<tr><td>Reflection and skill development</td><td>20</td></tr>
<tr><td></td><td></td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Total</td><td>180</td></tr>
</table>
</td></tr>
<tr><td>ASSESSMENT METHODS AND CRITERIA

Description of the assessment methods and criteria:

Language of Assessment, Assessment Methods, Formative or Concluding Assessment, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Reports, Oral</td><td>

Assessment Methods:
Formative Assessment: Continuous feedback from project supervisors and team members during project activities.
Summative Assessment: Proofs for working in funded projects (e.g. contracts).
Assessment Criteria: Quality and significance of research contributions, effectiveness in collaboration and project management, depth of reflection on research experiences, and demonstration of enhanced research skills. For allocating the ECTs a legitimate proof of working in a

</td></tr>
</table>

Exam, Essay, Oral Presentation, Clinical Examination of patient, Artistic Performance, Others *Assessment criteria are explicitly defined and stated.*	funded project (e.g. contracts) should be presented.

(5) RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography and relevant scientific journals:

The recommended bibliography and relevant scientific journals for this course varies according to the specific subject of the thesis. Doctoral candidates are advised to consult literature and resources that are directly relevant to their research topic. The bibliography may include but is not limited to seminal works in the field, recent research articles, specialized texts on methodologies, and relevant theoretical frameworks. The selection of readings should be guided by the research questions, methodologies, and theoretical perspectives central to each candidate's thesis project. Faculty members and supervisors will provide guidance on the most appropriate literature based on individual research interests and disciplinary focus.

Life in Florina

Florina is a town located in the northern part of Greece, in the region of Macedonia. It's known for its picturesque landscapes, including lakes and mountains, and it's often visited by tourists who appreciate its natural beauty. Florina is also known for its cultural heritage, including traditional Greek architecture and customs.

Florina offers a unique and enriching experience for doctoral candidates. As you embark on your academic journey in this charming town, you'll discover a blend of academic excellence, cultural heritage, and natural beauty that sets the stage for an unforgettable educational experience.

Here's what you can expect from life in Florina:

Academic Excellence: Florina is home to several reputable departments of UOWM, as well as other educational institutions. Doctoral candidates benefit from access to dedicated faculty, research opportunities, and well-equipped facilities.

Cultural Heritage: Explore the town's cultural heritage through its traditional Greek architecture, historical sites, and local customs. The town's museums and art galleries offer insights into the region's history and artistic expressions.

Natural Beauty: Immerse yourself in the stunning natural surroundings of Florina. The town is known for its beautiful lakes, such as Lake Prespa and Lake Vegoritida, as well as the lush forests and hiking trails of the surrounding mountains.

Community Engagement: Florina fosters a sense of community, making it easy for doctoral candidates to connect with locals and fellow scholars. Engage in cultural events, festivals, and community activities to enrich your experience.

Academic Support: Doctoral candidates benefit from close interactions with faculty mentors and advisors who guide their research. Collaborative research projects and interdisciplinary studies are encouraged.

Outdoor Activities: Take advantage of the town's proximity to nature. Hiking, biking, and water sports are popular pastimes among students. Explore the scenic beauty of the lakes and mountains during your free time.

Student Organizations: Join student clubs and organizations to connect with peers who share your interests. These groups often organize cultural events, workshops, and social gatherings.