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**Spring School Programme**

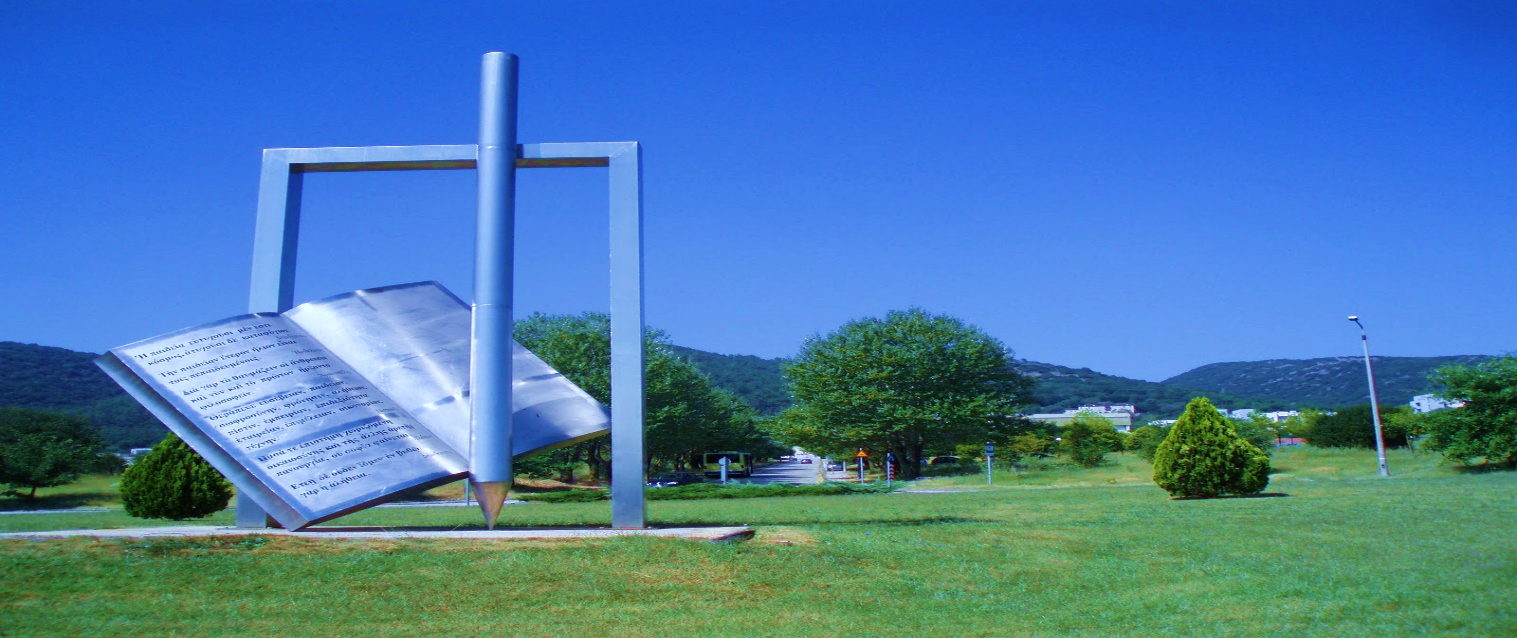
***“Learning, emotion and pace of study.***

***Rethinking learning in higher education along with psychological constructs”***

Location: Online

Date: 04-May-2021 – 07-May-2021

Facilitator: University of Ioannina



Venue: Online Platform (MS Teams)

**Tuesday 04/05/21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Type of Activity | | Title | Instructor / Facilitator | |
| 930 – 945 | Welcome by the Rector | | | | |
| 945 - 1000 | Programme Presentation & Consortium | | | | Pavlos Christodoulides, PhD, Researcher, Department of Speech & Therapy, University of Ioannina |
| 1000 – 1015 | Break | | | | |
| 1015 – 1045 | Lecture | | The ideas underlying the PAS: Theoretical Issues and Contribution\* | Prof. Evangelia Karagiannopoulou, Department of Psychology, Dean of the School of Social Sciences, University of Ioannina | |
| 1045 – 1115 | Presentation | | Research work | Christos Rentzios, PhD candidate, Department of Psychology, University of Ioannina | |
| 1115 – 1130 | Break | | | | |
| 1130 – 1230 | Workshop - Group Work: Part 1 | | Studying the idea of Healthy Universities\*\* | Participants in groups of 5 will study a given article and share personal perspectives and experiences based on the main concepts of the article | |
| 1230 – 1245 | Break | | | | |
| 1245 - 1345 | Group Work: Part 2 | | Presentation & Discussion | Each group will give a 10-min. oral presentation of their ideas and thoughts to the whole “school” | |
| 1345 – 1415 | Summary – Synopsis | | | | |
| 1415 – 1500 | Completion of the Platform | Participants will have to fill in the platform questions | | | |

**\*Background Reading: Lecture**

-Karagiannopoulou, E., Milienos, F. S., Kamtsios, S., & Rentzios, C. (2019). Do defence styles and approaches to learning ‘fit together’ in students’ profiles? Differences between years of study. *Educational Psychology*, *40*(5), 570–591. <https://doi.org/10.1080/01443410.2019.1600661>

- Karagiannopoulou, E., Milienos, F. S., & Rentzios, C. (2020). Grouping learning approaches and emotional factors to predict students’ academic progress. *International Journal of School & Educational Psychology*, 1–18. <https://doi.org/10.1080/21683603.2020.1832941>

**\*\*Required Reading: Workshop**

- Dooris, M., Doherty, S. and Orme, J. (2017). The application of salutogenesis in universities. In M. Mittlemark, S. Sagy, M. Eriksson, G. F. Bauer, J. M. Pelikan, B. Lindström, G. A. Espnes (Eds). *The Handbook of Salutogenesis* (Cham, Switzerland, Springer International Publishing), 237–245.

Venue: Online Platform (MS Teams)

**Wednesday 05/05/21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Type of Activity | | Title | Instructor / Facilitator |
| 930 - 1000 | Interactive Feedback (Through interactive software students will be able to reflect on previous days’ activities) | | | |
| 1000 – 1015 | Break | | | |
| 1015 - 1130 | Lecture | | Understanding Learning Patterns in the Transition to Higher Education\* | Prof. Vincent Donche & Prof. David Gijbels, Faculty of Social Sciences, University of Antwerp |
| 1130 – 1145 | Break | | | |
| 1145 – 1245 | Workshop - Group Work: Part 1 | | Studying the idea of fostering Learning Pattern Development through feedback initiatives on micro level\*\* | Participants in groups of 5 will study a given article and share personal perspectives based on the main insights of the article |
| 1245 – 1300 | Break | | | |
| 1300 – 1330 | Group work: Part 2 | Presentation & Discussion | | |
| 1330 - 1400 | Summary - Synopsis | | | |

**\*Background Reading: Lecture**

- Vermunt, J. D., & Donche, V. (2017). A learning patterns perspective on student learning in higher education: state of the art and moving forward. *Educational Psychology Review*, *29*(2), 269–299. <https://doi.org/10.1007/s10648-017-9414-6>

- Vanthournout, G. Gijbels, D., Coertjens, L., Donche, V., & Van Petegem,P. (2012). Students' Persistence and Academic Success in a First-Year Professional Bachelor Program: The Influence of Students' Learning Strategies and Academic Motivation. *Education Research International*, vol. 2012, Article ID 152747, 10 pages, 2012. <https://doi.org/10.1155/2012/152747>

**\*\*Required Reading: Workshop**

- Donche, V., Coertjens, L., Vanthournout, G., & Van Petegem, P. (2012). Providing constructive feedback on learning patterns: an individual learner’s perspective. *Reflecting Education, 8*(1), 114–131. <http://www.reflectingeducation.net/index.php/reflecting/article/view/109/114>

Venue: Online Platform (MS Teams)

**Thursday 06/05/21**

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| --- | --- | --- | --- | --- | --- | --- |
| Time | Type of Activity | | | Title | | Instructor / Facilitator |
| 930 - 1000 | Interactive Feedback (Through interactive software students will be able to reflect on previous days’ activities) | | | | | |
| 1000 - 1030 | Lecture | | | How student and teacher relationship influences student’s motivation\* | | Assistant Prof. Claudio Longobardi, Department of Psychology, University of Turin |
| 1030 – 1100 | Lecture | | Students’ perceptions regarding teaching effectiveness in Higher Education | | | Sofia Mastrokoukou, Researcher, Phd , Department of Sociology, University of Milano Bicocca |
| 1100 – 1115 | Discussion Q & As | | | | | |
| 1115 – 1145 | Break | | | | | |
| 1145 – 1245 | Workshop - Group Work: Part 1 | Research in Higher Education in Italian context\*\* | | | Presentation of two working papers by the research team of the University of Turin (Shanyan Lin and Martina Berchiatti); then participants will share personal perspectives based on the main insights of the papers | |
| 1300 - 1400 | Group work: Part 2 | Participants will be divided in groups of 5 and will have to:  - work on possible insights for future research  - identify the educational implications  - write down the practices and policies of the presented lectures and working papers | | | | |
| 1345 - 1400 | Summary - Synopsis | | | | | |

**\*Background Reading: Lecture**

- Beausaert, S. A., Segers, M. S. R., & Wiltink, D. P. (2013). The influence of teachers’ teaching approaches on students’ learning approaches: The student perspective. *Educational Research, 55*(1), 1-15.

- Hagenauer, G., & Volet, S. E. (2014). Teacher–student relationship at university: an important yet under-researched field. *Oxford Review of Education, 40*(3), 370-388.

- Longobardi, C., Prino, L. E., Marengo, D., & Settanni, M. (2016). Student-teacher relationships as a protective factor for school adjustment during the transition from middle to high school. *Frontiers in psychology, 7,* 1-9.

**\*\*Required Reading: Workshop**

- Owens, M., Stevenson, J., Hadwin, J. A., & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. *School Psychology International, 33*(4), 433-449.

- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students’ self-efficacy in higher education. *Educational research review, 6*(2), 95-108.

Venue: Online Platform (MS Teams)

**Friday 07/05/21**

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| --- | --- | --- | --- |
| Time | Type of Activity | Title | Instructor / Facilitator |
| 930 - 1000 | Interactive Feedback (Through interactive software students will be able to reflect on previous days’ activities) | | |
| 1000 – 1045 | Platform - Discussion | Reflections on the feedback | Participants will share their thoughts whether the received profile corresponds to their self-perspective |
| 1045 – 1100 | Break | | |
| 1100 – 1145 | Lecture | Platform Demonstration (extraction of clusters) | Assistant Prof. Fotios Milienos, Department of Sociology, Panteion University of Social and Political Sciences |
| 1145 – 1200 | Break | | |
| 1200 - 1215 | Evaluation: Part 1 | Completion of the Evaluation Sheet | |
| 1215 - 1330 | Evaluation: Part 2 | Discussion | Participants and Organizers will work together on evaluating the whole experience of the Spring School |
| 1330 - 1400 | Closing |  | Prof. Evangelia Karagiannopoulou,  Dean of the School of Social Sciences |