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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



University
of Antwerp

Venue: Online Platform (MS Teams)

Tuesday 04/05/21

Time	Type of Activity	Title	Instructor / Facilitator
9 ³⁰ – 9 ⁴⁵	Welcome by the Rector		
9 ⁴⁵ - 10 ⁰⁰	Programme Presentation & Consortium		Pavlos Christodoulides, PhD, Researcher, Department of Speech & Therapy, University of Ioannina
10 ⁰⁰ – 10 ¹⁵	Break		
10 ¹⁵ – 10 ⁴⁵	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
10 ⁴⁵ – 11 ¹⁵	Presentation	Research work	Christos Rentzios, PhD candidate, Department of Psychology, University of Ioannina
11 ¹⁵ – 11 ³⁰	Break		
11 ³⁰ – 12 ³⁰	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
12 ³⁰ – 12 ⁴⁵	Break		
12 ⁴⁵ - 13 ⁴⁵	Group Work: Part 2	Presentation & Discussion	Each group will give a 10-min. oral presentation of their ideas and thoughts to the whole “school”
13 ⁴⁵ – 14 ¹⁵	Summary – Synopsis		
14 ¹⁵ – 15 ⁰⁰	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
9 ³⁰ - 10 ⁰⁰	Interactive Feedback (Through interactive software students will be able to reflect on previous days' activities)		
10 ⁰⁰ – 10 ¹⁵	Break		
10 ¹⁵ - 11 ³⁰	Lecture	Understanding Learning Patterns in the Transition to Higher Education*	Prof. Vincent Donche & Prof. David Gijbels, Faculty of Social Sciences, University of Antwerp
11 ³⁰ – 11 ⁴⁵	Break		
11 ⁴⁵ – 12 ⁴⁵	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
12 ⁴⁵ – 13 ⁰⁰	Break		
13 ⁰⁰ – 13 ³⁰	Group work: Part 2	Presentation & Discussion	
13 ³⁰ - 14 ⁰⁰	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

Time	Type of Activity	Title	Instructor / Facilitator
9 ³⁰ - 10 ⁰⁰	Interactive Feedback (Through interactive software students will be able to reflect on previous days' activities)		
10 ⁰⁰ - 10 ³⁰	Lecture	How student and teacher relationship influences student's motivation*	Assistant Prof. Claudio Longobardi, Department of Psychology, University of Turin
10 ³⁰ - 11 ⁰⁰	Lecture	Students' perceptions regarding teaching effectiveness in Higher Education	Sofia Mastrokoukou, Researcher, Phd , Department of Sociology, University of Milano Bicocca
11 ⁰⁰ - 11 ¹⁵	Discussion Q & As		
11 ¹⁵ - 11 ⁴⁵	Break		
11 ⁴⁵ - 12 ⁴⁵	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
13 ⁰⁰ - 14 ⁰⁰	Group work: Part 2	Participants will be divided in groups of 5 and will have to: <ul style="list-style-type: none"> - work on possible insights for future research - identify the educational implications - write down the practices and policies of the presented lectures and working papers 	
13 ⁴⁵ - 14 ⁰⁰	Summary - Synopsis		

***Background Reading: Lecture**

- Beusaert, 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

Time	Type of Activity	Title	Instructor / Facilitator
9 ³⁰ - 10 ⁰⁰	Interactive Feedback (Through interactive software students will be able to reflect on previous days' activities)		
10 ⁰⁰ – 10 ⁴⁵	Platform - Discussion	Reflections on the feedback	Participants will share their thoughts whether the received profile corresponds to their self-perspective
10 ⁴⁵ – 11 ⁰⁰	Break		
11 ⁰⁰ – 11 ⁴⁵	Lecture	Platform Demonstration (extraction of clusters)	Assistant Prof. Fotios Milienos, Department of Sociology, Panteion University of Social and Political Sciences
11 ⁴⁵ – 12 ⁰⁰	Break		
12 ⁰⁰ - 12 ¹⁵	Evaluation: Part 1	Completion of the Evaluation Sheet	
12 ¹⁵ - 13 ³⁰	Evaluation: Part 2	Discussion	Participants and Organizers will work together on evaluating the whole experience of the Spring School
13 ³⁰ - 14 ⁰⁰	Closing		Prof. Evangelia Karagiannopoulou, Dean of the School of Social Sciences