COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	PSYCHOLOGY
LEVEL OF STUDIES	*UNDERGRADUATE*
COURSE CODE	**PSY-1302** **SEMESTER** 2nd
COURSE TITLE	**EDUCATIONAL PSYCHOLOGY**

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and educational videos presentation	3	5

COURSE TYPE	Scientific Area – Compulsory
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (independent study of the English literature and relevant essay)
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1075

(2) LEARNING OUTCOMES

Learning outcomes

This course aims to provide knowledge on the theoretical bases, methodological approaches, research and practices on key issues of Educational Psychology. It also aims to offer professional knowledge to the participant students regarding the role of educational psychologist and the provision of mental health services in school environment. Therefore, emphasis is given to applied psychological methods to learning, motivation, classroom management, and assessment. In addition, several issues regarding the interaction between learning processes and instruction will be explored.

Upon successful completion of this course students should be able to:

1. understand the role of educational psychologist in school setting and realize the importance of collaborating with teachers and parents

2. identify states and developmental characteristics of student (includes cognitive, social, emotional, and physical development)

3. discuss, compare, and contrast cognitive, behaviorist and constructivist models of teaching and learning, as well as their applications in classroom management

4. identify different aspects and factors that contribute to the development of effective teaching environment

5. identify diversity in terms of differences in learning styles, intelligence, cultures, and gender, as well as specific abilities and disabilities, and discuss ways of inclusion in mainstream classrooms

6. discuss ways of implementing differentiated learning and response to intervention (RTI) for enhancing students' learning

7. discuss theories of motivation and goal orientation and understand how these theories affect learning

8. understand the importance of formal and informal methods of assessment for increasing learning

General Competences

- Seeking, analysing and composing data and other information through the development of appropriate skills and knowledge

- Respect of the different and the multicultural students' background

- Building social, professional and moral responsibility and sensitivity as future psychologists

(3) SYLLABUS

1. Introduction to Educational Psychology – Basic differences with School Psychology
2. Child and adolescent cognitive development
3. Child and adolescent language development
4. Behaviorism learning theory
5. Social cognitive theory
6. Information processing theory
7. Learners with exceptionalities
8. Learners with exceptionalities and inclusive classrooms
9. Motivation and learning
10. Classroom management for an effective learning environment
11. Learning and assessment
12. Standardized testing and learning in educational context

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face in class
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	• Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to Educational Psychology can be accessed at the course webpage through the E-learn online platform
TEACHING METHODS	

Activity	Semester workload	ECTS credits
Lectures aiming at activating students for course participation	39	1.56
Independent study of relevant literature for midterm test	40	1.6
Independent study of relevant literature for final exams	52	2.08
Exams	4	0.16
Course total	*135*	*5.4*

STUDENT PERFORMANCE EVALUATION	• **Midterm exams** using multiple choice, elaborative questioning, and problem-solving questions **(40%)**
	• **Final exam** using multiple choice, elaborative questioning, and problem-solving questions **(60%)**
	• Evaluation is in Greek and in English for Erasmus students.
	• Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture.

(5) ATTACHED BIBLIOGRAPHY

1. **Eggen, P. D., & Kauchak, D. P. (2017).** *Educational Psychology: Windows on Classrooms* (Ed. in Greek: P. Dimitropoulou. Trans.: K. Lykitsakou & A. Bakopoulou). Athens: Kritiki.

2. **Slavin R. E. (2006).** *Educational psychology: theory and practice* (Ed. in Greek: K. Kokkinos. Trans.: E. Ekkekaki). Athens: Metaixmio.

3. **Alexander, P. H. & Winnie, P. H. (2006).** *Handbook of Educational Psychology*. NJ: Lawrence Erlbaum Associates, Inc.

4. **Bigge, M. & Shermis, S. (2009).** *Learning Theories for teachers* ((Eds. in Greek: P. Armaos, N. Phillips. Trans.: F. Arvanitis). Athens: Patakis.

5. **Elliott, S., Kratochwill T., Littlefield-Cook J. & Travers J. (2008).** *Educational Psychology: Effective Teaching, Effective Learning* (Eds. in Greek: A. Leontari, E. Syggolitou. Trans: M. Solman, F. Kalyva). Athens: Gutenberg.

6. **Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2010).** *Motivation in Education: Theory, Research and Applications* (Eds. in Greek: N. Makris & D. Pnevmatikos). Athens: Gutenberg.

7. **Schunk, D., (2010).** *Learning Theories: An Educational Perspective*. Athens: Metaixmio.

8. **Tantaros, S. (2011) (Ed.).** *Learning Difficulties: Developmental, educational and clinical approaches*. Athens: Pedio (Greek version).

9. **Philippatou, D. & Pandeliadou, S. (Eds.) (2013).** *Differentiated learning: Theoretical approaches and educational applications*. Athens: Pedio (Greek version).