

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨX-2202	SEMESTER	3
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, demonstrations of videos		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND (compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	<a href="https://elearn.uoc.gr/course/view.php?id=1076">https://elearn.uoc.gr/course/view.php?id=1076</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Within the framework of the course, the fundamental theoretical concepts of Educational Psychology will be presented, based on empirical data and the ways in which these are applied in educational practice. The goal is to understand how to strengthen the role of psychologists and increase their effectiveness in providing psychological services in the school environment. Therefore, emphasis is placed on the application of psychology and its methods to the study of learning development, motivation, teaching, and assessment, while issues arising from the interaction between teaching and learning will also be examined.</p> <p>Upon completion of the course, students are expected to be able to understand:</p> <ul style="list-style-type: none"> <li>the role and profession of the educational psychologist in the school context, as well as the importance of collaboration with teachers</li> <li>the basic and contemporary theoretical approaches governing the cognitive and language development of children and adolescents</li> <li>the basic and contemporary theoretical approaches governing the learning of children and adolescents</li> <li>the levels of diversity and the specific characteristics of students, as well as ways to</li> </ul>

integrate children with different needs into the school context

- the concept, different dimensions, and practices that constitute an effective learning environment
- the importance of adapting teaching in order to meet the needs of all students through differentiated instruction and response to intervention, following the principles of inclusion
- ways of managing the classroom to enhance students' self-regulation
- contemporary theories on the development of learning motivation and the conditions for promoting student motivation in the classroom
- the role of formal and informal assessment in enhancing learning

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Promotion of free, creative, and inductive thinking

### (3) SYLLABUS

The course's content is linked to the 5 main axes of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethical and Social Responsibility [3], Communication Ability [4], Basic Preparation for Career Decisions and Vocational Rehabilitation [5].**

#### **Week 1: Introduction to Educational Psychology – Distinctions from the Field of School Psychology**

**[1, 2, 3, 4, 5]**

- Definitions of Educational Psychology
- Research in Educational Psychology
- Educational and School Psychology: Similarities, Differences, and Greek and International Psychological Associations

#### **Week 2: Cognitive Development of Children and Adolescents [1, 2, 4]**

- Basic Principles of Development
- Bronfenbrenner's Bioecological Model of Development
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory of Cognitive Development

**Week 3: Language Development [1, 2, 4]**

- Theories of Language Development
- Language Development in Infancy and Childhood

**Week 4: Behaviorist Theories of Learning [1, 2, 4, 5]**

- Classical Conditioning
- Operant Conditioning
- Applied Behavior Analysis

**Week 5: Social–Cognitive Theories of Learning [1, 2, 4]**

- Social Cognitive Theory (Modeling, Observational Learning, Self-Regulation)
- Cognitive Approaches to Learning
- Types of Memory
- Cognitive Processes
- Metacognition

**Week 6: Theories of Learning and Information Processing [1, 2, 4]**

**Week 7: Diversity and Individual Differences among Students [1, 2, 3, 5]**

- Intelligence
- Students with Special Educational Needs (Categories of Differences, Identification of Students with Special Needs)

**Week 8: Integration and Inclusion of Students with Special Needs in the Classroom [1, 2, 3, 4, 5]**

- The Concept of Inclusion
- Differentiated Instruction: Basic Principles

**Week 9: Learning Motivation (a) [1, 2, 4]**

- Extrinsic and Intrinsic Motivation
- Learning Motivation
- Theoretical Approaches to Motivation in Learning

**Week 10: Learning Motivation (b) [1, 2, 4]**

- Maslow's Hierarchy of Needs
- The Need for Self-Determination
- The Need to Maintain Self-Worth
- The Effect of Goals on Learning Motivation

**Week 11: Conditions for Creating an Effective Learning Environment [1, 2, 3, 4, 5]**

- Personal and Situational Interest
- Emotions and Motivation
- Academic Emotions

**Week 12: Learning and Assessment [1, 2, 3, 4, 5]**

- Classroom Assessment
- Formal and Informal Assessment

**Week 13: Research Methods and Standardized Testing in Educational Practice [1, 2, 3, 4]**

- Assessment Using Standardized Instruments

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of electronic platform e-learn in support of the educational process		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>	<b>ECTS Credits</b>
	Lectures	39	1,56
	Independent Study for Midterm Progress	40	1,60
	Independent Study for Final Examinations	52	2,08
	Examinations (Midterm and Final)	4	0,16
	<b>Course total</b>	<b>135</b>	<b>5,40</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ol style="list-style-type: none"> <li>1. Midterm written examination consisting of multiple-choice questions and short-answer as well as essay-type questions (40%).</li> <li>2. Final examination consisting of multiple-choice questions and essay-type questions (60%).</li> </ol> <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform.</p>		

#### (5) ATTACHED BIBLIOGRAPHY

**- Suggested bibliography:**

1. Eggen, P. D., & Kauchak, D. P. (2017). *Educational psychology: Windows on classrooms* (10th ed.). Pearson.
2. Alexander, P. A., & Winne, P. H. (Eds.). (2006). *Handbook of educational psychology* (2nd ed.). Lawrence Erlbaum Associates.
3. Bigge, M. L., & Shermis, S. S. (2009). *Learning theories for teachers* (6th ed.). Pearson.
4. Elliott, S. N., Kratochwill, T. R., Littlefield-Cook, J., & Travers, J. F. (2008). *Educational psychology: Effective teaching, effective learning* (3rd ed.). McGraw-Hill.
5. Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2020). *The psychology of education* (3rd ed.). Routledge.
6. O'Donnell, A. M., Reeve, J., & Smith, J. K. (2021). *Educational psychology: Reflection for action* (6th ed.). Wiley.
7. Ormrod, J. E. (2020). *Human learning* (8th ed.). Pearson.

8. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2010). *Motivation in education: Theory, research, and applications* (3rd ed.). Pearson.
9. Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pearson.
10. Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

**- Related academic journals:**

*British Journal of Educational Psychology*

*European Journal of Psychology of Education*

*International Journal of Educational Research*

*Journal of Educational Psychology*

*Learning and Instruction*