

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ-2204	SEMESTER	4
COURSE TITLE	MOTIVATION AND PSYCHOEMOTIONAL FACTORS IN LEARNING		
INDEPENDENT TEACHING ACTIVITIES <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>	Specialized general knowledge (Elective)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (independent study of the English literature and relevant essays)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1076		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This course explores key psychological dimensions involved in creating an effective learning environment, with a particular focus on motivation, emotions in the educational process, and students' goal orientations in task performance. Special emphasis is placed on linking fundamental theoretical models and principles with educational practice, drawing on both classical and contemporary research findings and empirical studies.</p> <p>The course builds on foundational theoretical approaches in Educational Psychology that have been introduced in a relevant prerequisite course. It further develops and deepens students' understanding of areas related to the development and enhancement of learning motivation, its application within the classroom, and the establishment of effective teaching frameworks.</p> <p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand key theories of motivation in learning and the educational process • Analyze the role of academic emotions in cognitive functioning and student performance

- Apply theoretical models of motivation to educational practice
- Evaluate different goal orientations and their impact on student engagement
- Recognize the importance of classroom climate and its psychosocial dimensions
- Reflect on ethical issues and the application of research in educational settings
- Use theoretical knowledge to design and support effective learning environments

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- Development of skills for searching, analyzing, and synthesizing knowledge and information
- Demonstration of social, professional, and ethical responsibility and sensitivity in the role of psychologist
- 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].**

1st Week: Presentation of the course outline and introduction to the concept of motivation - Methods of researching and studying motivation [1, 2]

2nd Week: Historical theories of motivation [1, 2]

3rd Week: Expectancy-Value theories of motivation [1, 2]

4th Week: Achievement Motivation Theory [1, 2]

5th Week: Attribution Theory [1, 2]

6th Week: Causal attributions and applications in educational and learning processes [1, 2, 3, 4]

7th Week: Intrinsic and extrinsic motivation [1, 2]

8th Week: Self-Determination Theory [1, 2, 5]

9th Week: Control-Value Theory - The concept of academic emotions [1, 2]

10th Week: Goal Orientation Theory [1, 2]

11th Week: The impact of goals on learning motivation - The concept of engagement [1, 2, 4]

12th Week: Classroom climate: Effective learning environment [1, 2, 4, 5]

13th Week: Conclusions, Q&A, and feedback [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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		
TEACHING METHODS <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>	Activity	Semester workload	ECTS credits
	Lectures	39	1,56
	Independent study of relevant literature for midterm test	25	1
	Independent study of relevant literature for final exams	33	1.32
	Final exam	3	0.12
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <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"> 1. Midterm written exam with multiple-choice questions and short-answer and analytical questions (30%) 2. Final exam with multiple-choice questions and analytical questions (70%) 3. Optional group project with bonus points <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform.</p>		

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2010). <i>Motivation in education: Theory, research, and applications</i> (3rd ed.). Pearson. 2. Eggen, P. D., & Kauchak, D. P. (2017). <i>Educational psychology: Windows on classrooms</i> (10th ed.). Pearson. 3. Graham, S. (1991). A review of attribution theory in achievement contexts. <i>Educational Psychology Review</i>, 3(1), 5–39. 4. Kaplan, A., & Maehr, M. L. (2007). The contributions and prospects of goal orientation theory. <i>Educational Psychology Review</i>, 19(2), 141–184. 5. Keller, J. M. (2009). <i>Motivational design for learning and performance: The ARCS model approach</i>. Springer. 6. Maslow, A. H. (1987). <i>Motivation and personality</i> (3rd ed.). Harper & Row. 7. Wentzel, K. R., & Wigfield, A. (Eds.). (2009). <i>Handbook of motivation at school</i>. Routledge. 8. Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. <i>Educational Psychology Review</i>, 18(4), 315–341. 9. Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. In E.
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Frydenberg (Ed.), *Beyond coping: Meeting goals, visions, and challenges* (pp. 149–173). Oxford University Press.

10. Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Wiley.
11. Reeve, J., Ryan, R. M., Cheon, S. H., Matos, L., & Kaplan, H. (2022). *Supporting students' motivation: Strategies for success*. Routledge.
12. Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). *Psychology* (2nd ed.). Worth Publishers.
13. Schutz, P. A., & Pekrun, R. (Eds.). (2007). *Emotion in education*. Academic Press.
14. Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.
15. Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 45(1), 28–36.
16. Weiner, B. (2013). *Human motivation*. Psychology Press.

- Related academic journals:

Motivation Science

Motivation and Emotion

Learning and Motivation

Journal Of Educational Psychology

Educational Psychologist