

Course Outline: “7111 - Educational Psychology”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	7111	SEMESTER	7th
COURSE TITLE	Educational Psychology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits			
	Lectures	2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		2	3
COURSE TYPE	Scientific Expertise, General Knowledge		
<i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>			
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> <i>Guidelines for writing Learning Outcomes</i> <p>The course attempts to introduce students to the topics that are the subject of study in Educational Psychology. In particular, the psychological and psychosocial factors related to learning, teaching and students' adaptation are presented. In addition, the role of the modern school as a framework for promoting the development of all students is highlighted.</p> <p><u>Expected learning outcomes</u></p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Be able to compare and critically evaluate learning theories • Have understood the basic psychological and psychosocial factors associated with learning • Be able to apply the acquired knowledge to deal with students' hypothetical and real cases • Be able to search for and evaluate relevant research data 												
<p>General Competences</p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Environmental awareness</i></td> </tr> <tr> <td style="border: none;"><i>Individual/Independent work</i></td> <td style="border: none;"><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Group/Team work</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision-making</i>	<i>Environmental awareness</i>	<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Group/Team work</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	
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<i>Working in an international environment</i>												

<i>Working in an interdisciplinary environment Introduction of innovative research</i>	<i>Development of free, creative and inductive thinking (Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information by the use of appropriate technologies • Critical thinking • Respect for diversity and multiculturalism • Social, professional and ethical responsibility and sensitivity to gender issues 	

3. COURSE CONTENT

<ul style="list-style-type: none"> • Subject of Educational Psychology. Basic concepts. • Learning theories: Classical dependent learning – Factor learning. • Learning theories: Bandura’s theory of social learning. • Cognitive psychology and information processing theory. • Cognitive functions and school learning - constructivism. • Piaget’s theory of cognitive development. Applications • Vygotsky’s theory of cognitive development. Applications. • Diversity in the classroom and students with special needs. • Metacognitive functions and learning. • Self-regulating learning. • Motivation in education. • The learning environment. Classroom management. • Assessment of learning.

4. TEACHING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	Face-to-face, Asynchronous distance education	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Learning process support through the electronic platform e-class. Use of ICT in teaching and communication with students	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	Lectures	50
	Independent study	25
		Total
STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	Final written exam (100%) including: <ul style="list-style-type: none"> • Multiple choice questions 	

5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

- O'Donnell A. M., Reeve J., & Smith, J. K. (2021). *Εκπαιδευτική Ψυχολογία. Αναστοχασμός για δράση*. Αθήνα: Gutenberg.
- Elliot, S. N., Kratochwill, T. R., Cook, J. L., & Travers, J. F. (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική διδασκαλία, αποτελεσματική μάθηση*. Αθήνα: Gutenberg.
- Slavin, R. E. (2007). *Εκπαιδευτική Ψυχολογία: Θεωρία και πράξη*. Αθήνα: Μεταίχμιο.
- Schunk, D. H. (2010). *Θεωρίες μάθησης. Μια εκπαιδευτική θεώρηση*. Αθήνα: Μεταίχμιο

-Related Scientific journals:

- British Journal of Educational Psychology
- Contemporary Educational Psychology
- Journal of Educational Psychology
- Learning and Instruction