

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Sciences		
ACADEMIC UNIT	Physics		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	M313	SEMESTER	1
COURSE TITLE	Psychology of Education		
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
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes <p>This particular course aims to introduce students to the main issues of the field of Psychology of Education.</p> <p>It focuses on the definition of Educational Psychology and differentiation between Educational Psychology and the other fields of psychology; it focuses on theories of cognitive development and post-formal thinking, in order to enable students to reach an understanding of pupils' cognitive development and thinking and also reflect on teaching.</p> <p>Still, learning theories (from behaviourism to cognitive processing, and metacognition and the relevant concepts in relation to learning, thinking and memory) are presented to enable students to understand (a) the way pupils go about learning and (b) forms of behaviour at school. Practical implications are expected to facilitate students' reflection on teaching.</p> <p>Motivation theories are also presented with particular focus on most recent theories that involve emotion (academic emotions) in learning. Also, stress in learning and its relation to cognitive functioning, is also presented. Practical</p>

implications are also presented.

With the completion of the course, the students should be able to

- Differentiate the field of Educational Psychology from the other fields of Psychology
- present the characteristics of the stages of cognitive development, discriminate between developmental stages and become able to identify the cognitive restrictions of pupils of particular age and present appropriate teaching methods for particular age groups.
- Present manifestations of understanding of particular learning theories and give examples from school life
- Use appropriate elements of particular theories of motivation to understand particular forms of behaviour with regard to engagement with learning; work out ways to support students' motivation to learning
- 'Identify' pupils under stress and think of possible ways to support these pupils to survive it taking into account the positive impact of effective coping with stress on learning and achievement.

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
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Others...
.....

Working independently- submitting an essay

Team work

Critical thinking and reflection on learning (self-reflection)

(3) SYLLABUS

- Educational Psychology (definition, the content of)

<ul style="list-style-type: none"> • Cognitive development (Piaget's theory, post-formal thinking, metacognition, Perry's theory). • Learning and behaviour: Behaviourism, Social cognition Cognitive theories of learning • Motivation theories internal-external motivation, attribution theory, expectancy-value theory, emotion in learning and cognition
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
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.</i> 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	Activity	Semester workload
	Lectures	39
	Essay writing	40
	Study and analysis of bibliography	30
	Independent study	13
	Exam	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Examination: open-ended questions	

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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

- Elliot, S., Kratochwill, T, Cook, J. & Travers, J. (2008). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Gutenberg.
- Eggen, P & Kauchak, D. (2017). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Εκδόσεις Κρητική.
- Fontana, D. (1996). *Ψυχολογία για εκπαιδευτικούς*. Αθήνα: Σαββάλας.
- Foulin, J. & Mouchon, S. (2002). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Schunk, D., Pintrich, P, & Meece, J. (2010). *Τα κίνητρα στην εκπαίδευση*. Αθήνα: Gutenberg.
- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Μεταίχμιο.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία*. Αθήνα: Έλλην.