

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΤΥΠ1804	SEMESTER	8th
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
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	3
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>	The Skills Development Course is intended for all Department students. It is one of the four courses that students do to become competent teachers.		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, In the English language		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3618		

(2) LEARNING OUTCOMES

Learning outcomes <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> Consult Appendix A • 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
Students will examine the developmental traits of children and adolescents after successfully completing the course. • Students will comprehend how contemporary theories of intelligence relate to successful learning. • Students understand that instruction must be tailored to each child's present developmental stage to be considered developmentally appropriate. • Through learning theories and their application to the advantage of students for a pedagogical process that inspires the student, students learn about the various approaches to the phenomena of 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...

.....

(3) SYLLABUS

The psychological aspects of teaching, learning, and the peaceful coexistence of teachers and students in the classroom are the main topics of the course. With a focus on the unique and developmental traits of each student as well as the interactions that take place between them and the school environment as defined by the teachers, it investigates the mechanisms that result in effective teaching.

Each educational level's cognitive and socioemotional aspects of student development are examined in the course, along with research findings that relate these aspects to the phenomena and process of learning. It also examines modern theories of learning and intelligence and how they relate to contemporary educational goals including diversity acceptance, motivation, and creativity.

Weekly Course Content

Week 1

- Definition, subject matter, and goals of Educational Psychology
- The role of research in Educational Psychology
- Research tools used in Educational Psychology
- Techniques used by researchers

Week 2

- Characteristics of effective teaching
- Characteristics of an effective teacher
- The "reflective" teacher

Week 3

- Intelligence – Views, definitions, historical overview – Key questions
- Intelligence – Contemporary theories
- Theory of Multiple Intelligences
- Emotional Intelligence
- Application of intelligence theories in school settings

Week 4

- Learning: Definitions
- Stages of learning

- Levels of learning
- Theories of learning: subject and objectives

Week 5

- Behavioral learning theories
- Application of behaviorism in the classroom
- Bandura's "Social Learning Theory"

Week 6

- Cognitive learning theories
- Application of cognitive learning theories in the classroom
- Constructivism
- Classical constructivism

Week 7

- Piaget's cognitive constructivism
- Papert's constructionism
- Vygotsky's social constructivism
- Cooperative learning
- Bruner's discovery learning

Week 8

- Definition of development
- Theories of development
- Developmental theories
- Information processing theories
- Systems theories

Week 9

- Development during middle childhood
- Biological development in middle childhood
- Cognitive development in middle childhood
- Socio-emotional development in middle childhood
- The impact of education on development

Week 10

- Development during secondary education
- Early, middle, and late adolescence
- Cognitive development in adolescence
- Language development in adolescence
- Socio-emotional development in adolescence
- Adolescent education
- Identity formation

Week 11

- Motivation: Definition and research
- Motivation in learning: Intrinsic and extrinsic motivation
- Theories of motivation
- Use of motivation in education

Week 12

- Classroom management
- Organizing the classroom for effective management
- Use of rules and procedures to maintain a learning-conducive environment

- Methods and techniques applied by teachers to handle problems that arise during the learning process

Week 13

- The phenomenon of creativity
- Creativity in education
- The role of Art in developing students' creative thinking

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face,	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using the electronic platform e-class to support the learning process Use of ICT in Teaching, Use of ICT in Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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</i>	Activity	Semester workload
	<i>Lectures</i>	
	<i>study and analysis of bibliography</i>	
	Course total	50
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>	Summative evaluation. a written final exam that assesses learning outcomes and covers the subjects covered in the lectures. The criteria and structure for students' assessments are established by the e-course platform's reference to theme areas. Erasmus students can also take a written test in English.	

(5) ATTACHED BIBLIOGRAPHY

- 1. University Textbooks:
- Elliott Stephen N., Kratochwill Thomas R., Littlefield-Cook Joan, Travers John F. (2008). Educational Psychology. Athens: Gutenberg.

- Soulis Spyridon-George. (2020). *Study of Intellectual Disability*, Athens: Gutenberg.

2. Indicative Bibliography

- Eggen, P., & Kauchak, D. (2017). *Educational Psychology: Windows on Classrooms* (Trans. K. Lykitsakou & A. Bakopoulou, Ed. P. Dimitropoulou). Athens: Kritiki.
- Cohen, J. (Ed.) (2001). *Caring Classrooms / Intelligent Schools: The Social Emotional Education of Young Children*. New York: Teachers College Press.
- Cole, M., & Cole, S. (2002). *Children's Development: Cognitive and Psychosocial Development in Early and Middle Childhood* (Ed. Z. Bamplekou, Trans. M. Solman). Athens: Typothito – G. Dardanos.
- Collins, M. (2007). *Circle Time for the Very Young*. New York: Paul Chapman.
- Fontana, D. (1996). *Psychology for Teachers* (Trans. M. Lomi). Athens: Savalas.
- Gardner, H. (2010). *Frames of Mind: The Theory of Multiple Intelligences* (Trans. P. Georgiou). Athens: Marathia.
- Golbeck, S. (2001). *Psychological Perspectives on Early Childhood Education: Reframing Dilemmas in Research and Practice*. New Jersey: Lawrence Erlbaum.
- Goleman, D. (1998). *Emotional Intelligence: Why It Can Matter More Than IQ* (Trans. A. Papastavrou). Athens: Ellinika Grammata.
- Goswami, U. (2002). *Blackwell Handbook of Childhood Cognitive Development*. Cornwall: Blackwell.
- Illeris, K. (Ed.) (2009). *Contemporary Theories of Learning* (Trans. G. Koulaouzidis). Athens: Metaichmio.
- Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2020). *Educational Psychology* (Trans. G. Konstantinidis, Ed. E. Andreou). Athens: Pedio.
- Karagiannopoulou, E. (2007). *On Learning: The Importance of the Relational Factor*. Athens: Gutenberg.
- Kostaridou-Eukleidou, A. (1998). *Motivation in Education*. Athens: Ellinika Grammata.
- Bampalis, T. (2012). *Life in the Classroom*. Athens: Diadrasi.
- Bassetas, K. (2007). *Pedagogical Interaction in School*. Athens: Atrapós.
- O'Donnell, A. M., Reeve, J., & Smith, J. K. (2021). *Educational Psychology: Reflection for Action* (Trans. D. Tomaras, Eds. G. Manolitsis & F. Antoniou). Athens: Gutenberg.
- Ormrod, J. E. (2020). *Learning Psychology* (Scientific ed. K. Kokkinos). Athens: Gutenberg.
- Pasiardis, G. (2001). *School Climate: Theoretical Analysis and Empirical Investigation of its Basic Parameters*. Athens: Typothito – G. Dardanos.
- Pollard, A. (2006). *Reflective Teaching*. London: Continuum.
- Porpodas, K. (2003). *Learning and Its Difficulties: A Cognitive Approach*. Patras: Self-published.
- Pound, L. (2014). *How Children Learn* (Scientific ed. V. Nika). Athens: Patakis.
- Santrock, J. W. (2021). *Educational Psychology* (6th ed., Trans. E. Renta, Eds. A. Antoniou & F. Polychroni). Thessaloniki: Tziolas.

- *Slavin, R. E. (2007). Educational Psychology: Theory and Practice (Ed. K. Kokkinos). Athens: Metaichmio.*
- *Vygotsky, L. S. (1993). Thought and Language (Trans. A. Rodis). Athens: Gnosis.*
- *Vygotsky, L. S. (1997). Mind in Society: The Development of Higher Psychological Processes (Trans. A. Bibou & S. Vosniadou). Athens: Gutenberg.*
- *Woolfolk, A. (2019). Educational Psychology (2nd ed., Trans. N. Kouvarakou, Ed. E. Makri-Botsari). Athens: Ion.*
- *Chatzichristou, C. (2004). Social and Emotional Education in School: A Mental Health and Learning Promotion Program. Athens: Typothito.*