

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGROUND		
COURSE CODE	DEY011	SEMESTER	C (3rd)
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	5
COURSE TYPE	General background, Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>By the end of the course, it is expected that students will be able to know and have an in-depth understanding of: a) what Educational Psychology is and what its contribution to effective teaching is, b) Development Theories, c) the importance of appropriately managing the cultural, social diversity, gender and specificity of students for their inclusion in educational practice, d) learning theories and in particular Behavioral Psychology, Cognitive Psychology and Building, e) Learning Motives and Contemporary Motivation Theories, f) Developing an Effective Learning Environment and Classroom Management, g) Developing and Using Learning Assessment Methods, h) Designing Effective Teaching Tutorials.</p>
<p>General Competences</p> <ul style="list-style-type: none"> • Be aware of and show responsibility, ethics, respect. Confident, with knowledge, skills and vision they can apply to the theoretical tools of educational psychology. • On the basis of assimilated knowledge to analyze, judge, understand school reality, compose, organize, plan the teaching tasks, evaluate the learning outcomes, reflect on them and give feedback.

(3) SYLLABUS

<p>The theoretical, research approaches and applications of Educational Psychology are presented. The following units are taught: a) theories of child and adolescent development and in particular Cognitive, Psychosocial and Ethical Theory, b) The basic principles of Learning Theories and more specifically Behavioral, Cognitive Psychology and Constructivism, c) Motivations and theories achievement of objectives and their contribution to effective learning, d) effective classroom management and the creation of an effective learning environment, e) the design of assessment techniques, methods and learning tools.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face teaching in the auditorium	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • The course is delivered using ICT. • The e-course system is used for notes (transparencies) and course information. 	
TEACHING METHODS	Activity	Semester workload
	Lectures with student activation for course participation	39
	Individual tasks	18
	Study of the subject	50
	Examination	3
	Study of additional book of books	15
	Course total	125
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Knowledge questions during the course (optional exercise) • Written examination in Greek at the end of the semester with multiple choice questions and open-ended short and detailed questions. 	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Elliott, S., Kratochwill T., Littlefield-Cook J. & Travers J. (2008). Εκπαιδευτική Ψυχολογία: αποτελεσματική διδασκαλία αποτελεσματική μάθηση. Επιμελητές: Λεονταρή Αγγελική, Συγκολλίτου Έφη. Μετάφραση: Σόλμαν Μαρία, Καλύβα Φρόσω. Εκδόσεις: Gutenberg. • Slavin R. E. (2006). Εκπαιδευτική ψυχολογία. Θεωρία και πράξη. Επιστημονική επιμέλεια: Κόκκινος Κωνσταντίνος. Μετάφραση: Εκκεκάκη Ελισσάβετ. Εκδόσεις: Μεταίχμιο. <p>- Recommended additional Bibliography:</p> <ul style="list-style-type: none"> • Alexander, P. H. & Winnie, P. H. (2006). Handbook of Educational Psychology. NJ: Lawrence Erlbaum Associates, Inc. • Bigge, M. & Shermis, S. (2009). Θεωρίες μάθησης για εκπαιδευτικούς. Επιμέλεια: Ρέμος Αρμάος, Νίκη Φίλιπς. Μετάφραση: Φοίβος Αρβανίτης. Αθήνα: Πατάκη • Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2010). Τα κίνητρα στην εκπαίδευση. Επιμέλεια: Ν. Μακρής & Δ. Πνευματικός. Αθήνα: Εκδόσεις Gutenberg. • Schunk, D., (2010). Θεωρίες μάθησης: Μια εκπαιδευτική θεώρηση. Αθήνα: Μεταίχμιο. • Τάνταρος, Σ. (2011) (Επιμ.). Δυσκολίες Μάθησης. Εκδόσεις Πεδίο. • Φιλιππάτου Δ. & Παντελιάδου Σ. (Επιμ.) (2013). Διαφοροποιημένη διδασκαλία: Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές. Αθήνα: Πεδίο.
