# COURSE OUTLINE

## (1) GENERAL

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|---|---|---|---|
| **SCHOOL** | SCHOOL OF SCIENCES | | |
| **ACADEMIC UNIT** | PHYSICS DEPARTMENT | | |
| **LEVEL OF STUDIES** | GRADUATE | | |
| **COURSE CODE** | **309** | **SEMESTER** | **7** |
| **COURSE TITLE** | EDUCATIONAL PSYCHOLOGY | | |

| **INDEPENDENT TEACHING ACTIVITIES**<br>*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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|---|---|---|
| | 4 | 4 |
| | | |
| | | |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

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| **COURSE TYPE**<br>*general background, special background, specialised general knowledge, skills development* | General background |
| **PREREQUISITE COURSES:** | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes(Greek) |
| **COURSE WEBSITE (URL)** | |

## (2) LEARNING OUTCOMES

**Learning outcomes**
*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.*

*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*

The courses refer to the basic assumptions of the main theoretical approaches to learning. It is expected that, upon completing the course, students will have acquired a solid background in the basic theories of learning. Specifically, the student will have acquired the following knowledge:

A. In the Behavioristic learning theories that include:
- The theory of classical dependence.
- The theory of dependence.
- The theory of functional dependence.

B. The theory of deliberate Behaviorism.

C. The Theory of social-cognitive Learning.

D. On cognitive learning theories, such as:
- In theory of information processing.
- In Constructivism (Individual Constructivism, Social-Cultural Constructivism).
- The views on learning that take into account its context.

| 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 | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | ...... |
| Production of new research ideas | Others… |
| | ....... |

Production of free, creative and inductive thinking

Acquiring skills for searching, analyzing and synthesizing knowledge and information

## (3) SYLLABUS

Learning theories:

A. Behavioral Learning Theories.

• The theory of classical dependence.

• Theory of dependence.

• Theory of functional dependence.

B. The Theory of deliberate Behaviorism.

C. Theory of social-cognitive learning.

D. Cognitive learning theories.

• Theory of information processing.

• Constructivism (individual constructivism, social-cultural constructivism).

• Views on learning that take into account its context.

## (4) TEACHING and LEARNING METHODS - EVALUATION

| DELIVERY | Face-to-face learning | |
|---|---|---|
| Face-to-face, Distance learning, etc. | | |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** Use of ICT in teaching, laboratory education, communication with students | Use of ICT in teaching Communication with students via e-course. | |
| **TEACHING METHODS** 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 | *Activity* | *Semester workload* |
| | Lectures | 70 |
| | Bibliography study | 27 |
| | Exams | 3 |
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| | | |
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| | Total | *100* |
| **STUDENT PERFORMANCE EVALUATION** Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple | • Test during the courses • Written exam at the end of the semester | |

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|---|---|
| *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.* | |

## (5) ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*
*- Related academic journals:*

Slavin, R.E., (2007). Εκπαιδευτική Ψυχολογία: Θεωρία και πράξη. Αθήνα: Μεταίχμιο. ISBN:978-960-455-165-1

Annita Woolfolk (2007). Εκπαιδευτική Ψυχολογία. Εύη Μακρή Μπότσαρη. Αθήνα: Γ.Παρικος &Σια ΕΕ. ISBN: 978-960-286-968-0

Elliott, S., Kratochwill, T., Littlefield-Cook, J., Travers, J., (2008). Εκπαιδευτική Ψυχολογία: Αποτελεσματική Διδασκαλία, Αποτελεσματική Μάθηση. Μ. Σόλμαν, Φ. Καλύβα (μετάφρ.), Αθήνα:Gutenberg. ISBN: 978-960-01-1248-1