

## *COURSE OUTLINE*

### (1) General

School:	Social Sciences		
Academic Unit:	Geography		
Level of studies	Undergraduate		
Course Code:	GEO 450	Semester:	C
Course Title:	Educational Psychology		
Independent Teaching Activities	Weekly Teaching Hours	Credits	
Lecture	3		
	<i>Course total</i>	5	
Course Type:	Optional		
Prerequisite Courses:	None		
Language of Instruction and Examinations	Greek		
Is the course offered to Erasmus students:	No		
Course Website (Url):	<a href="https://geography.aegean.gr/pps/index_en.php?content=0&amp;lesson=450">https://geography.aegean.gr/pps/index_en.php?content=0&amp;lesson=450</a>		

### (2) Learning Outcomes

#### *Learning Outcomes*

The main goal of the course is students to develop scientific knowledge in the theories and applications of educational psychology in different learning environments.

More specifically after the course the student is expected to be able to:

1. define the major concepts within Educational Psychology
2. know the major learning and development theories and their implications for teaching and learning
3. assess the key factors related to teaching and affect students' learning
4. distinguish psychological and educational principles that can improve the effectiveness of teaching and compare different teaching methods in different learning environments
5. understand the effects of individual differences (e.g. IQ , personality, cultural diversity , etc.) in learning
6. critically discuss different approaches to instruction
7. demonstrate understanding of different ways of assessing student progress
8. discuss assessment issues and indicate ways of pedagogical use
9. reflect on the role of the teacher in the learning process
10. explain and evaluate teacher's role in "problematic" situations in school environment
11. use theories of cognitive psychology to analyze and explore various educational situations

#### *General Competences*

1. Search for, analysis and synthesis of data and information, with the use of the necessary technology
2. Working independently
3. Team work
4. Working in an interdisciplinary environment
5. Respect for difference and multiculturalism
6. Showing social, professional and ethical responsibility and sensitivity to gender issues
7. Criticism and self-criticism
8. Production of free, creative and inductive thinking

### (3) Syllabus

- Learning Psychology and Education: Definitions and Concepts
- Learning Psychology and Educational Psychology: a foundation for teaching Theories of development
- Behavioral Learning Theory: Operant Conditioning
- Critics of the behavioral theories and their use in educational practice
- Information Processing Theory
- Social Cognitive Theory
- Cognitive learning and teaching strategies, study skills, metacognitive skills, problem solving, development of critical thinking, etc.
- Constructivist Learning Theory, Problem Solving, and Transfer
- Student-centered and constructivist approaches to instruction. Motivating students to learn
- Brief reference to Neo-Piagetian theories of cognitive development
- Assessment of Classroom Learning
- Becoming a Better Teacher by Becoming a Reflective Teacher

### (4) Teaching and Learning Methods - Evaluation

**Delivery:** face-to-face

**Use of Information and Communication Technology:** Use of ICT in teaching and communication with students

**Teaching Methods:**

Activity	Semester workload
Lecture	39
Project	39
Non-supervised study	59
Performance evaluation/Exams	2
<i>Course total</i>	<b>139</b>

## Student Performance Evaluation

100% Final written exams, with multiple choice and short answer questions. Optional research teamwork and presentation in plenary (Rated up to 30% in addition to the final score). In the beginning of the semester all the details about the optional teamwork and criteria of evaluation are available, from the course web page on eclass.

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### (5) Attached Bibliography

1. Kapsali Ach. (2006). Educational Psychology. Kyriakidis, Thessaloniki.
2. Elliot, S., Kratochwill, T., Littlefield Cook, J., Travers, J. (2008). Educational Psychology: Effective Teaching, Effective Learning. Gutenberg, Athens.
3. Chatzichristou, Ch. (2004). Introduction to Educational Psychology. Ellinika Grammata, Athens.
4. Foulon Jean-Noël, Mouchon, S. (2002). Educational Psychology. Metaixmio, Athens.
5. Fetsco, T. & Mc Clure, J. (2005). Educational Psychology. An integrated approach to classroom decisions. Pearson, New York.
6. Slavin, Robert (2007). Educational Psychology : theory and practice. Metaixmio, Athens.
7. Snowman, J. And McCown, R. (2012). Psychology applied to teaching (13th edition). Cengage Learning, Boston.
8. Woodfolk, A.,(2007). Educational Psychology: Active Learning. ION, Athens.

#### - Related academic journals:

- *Educational Psychology An International Journal of Experimental Educational Psychology* (<http://www.tandfonline.com/loi/cedp20>)
- *Journal of Educational Psychology* (<http://ovidsp.tx.ovid.com/sp-3.25.0a/ovidweb.cgi?&S=NMONFPICNFDDANHJNCGKOADCPMGHAA00&Full+Text=S.sh.22.23.28.29%7c1784%7cFull+Text>)
- *Educational Psychology Review* (<https://link.springer.com/journal/10648>)
- *Educational Psychology in Practice theory, research and practice in educational psychology* (<http://www.tandfonline.com/loi/cepp20>)
- *Educational Psychologist* (<http://www.tandfonline.com/toc/hedp20/52/1?nav=tocList>)