COURSE OUTLINE

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GLOF 122	SEMESTER	all
COURSE TITLE	Educational Psychology: Cognitive and Language Development in Learning and Teaching		

INDEPENDENT TEACHING ACTIVITIES *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
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	GENERAL BACGROUND
PREREQUISITE COURSES:	-
MODE OF TEACHING in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)	In person 100%
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	Elearn https://elearn.uoc.gr

(1) 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*

Upon successful completion of the course, students will be able to:

• **Identify** the core concepts of development, learning, and instruction within the field of Educational Psychology.

• **Analyze** and compare the cognitive developmental theories of Piaget and Vygotsky.

• **Differentiate** between the principles of behavioral and cognitive learning theories regarding

the construction of knowledge.
• **Categorize** and utilize motivation theories to enhance classroom learning.
• **Recognize** out-of-school influences (cultural context, social class) on students' academic performance.
• **Design** differentiated instruction that responds to diversity and the individual needs of students with special needs.
• **Apply** effective classroom management strategies and techniques for handling common misbehaviors.
• **Develop** student-centered and constructivist approaches during instructional design.
• **Select** appropriate educational evaluation and research methods to assess the learning process.

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…*
	…….

- Independent work
- Teamwork
- Adaptation to new situations
- Decision-making
- Exercising critique and self-critique
- Respect for diversity and multiculturalism

(2) SYLLABUS

1: Course presentation (thematic units and bibliography). Introduction to the field of Educational Psychology.
2.: Core Introductory Concepts: Development, Learning, and Teaching.
3: Developmental Theories: Piaget and Cognitive Development.
4: Vygotsky and Cognitive Development.
5: Behavioral Learning Theories (Pavlov, Thorndike, Skinner, Bandura & Meichenbaum).
6: Information Processing Theories & Cognitive Learning Theories for knowledge construction.
7: Motivation: Theories, enhancing motivation for learning.
8: Out-of-school influences: Cultural context, social class, and academic achievement.
9: Classroom diversity and students with special needs. Differentiated instruction and adaptation to individual needs.
10: Classroom management and creating an effective learning environment. Strategies for managing common misbehaviors.
11: Student-centered & constructivist approaches to teaching. Designing effective instruction and teaching strategies.
12: Evaluation of learning and assessment methods.
13: Research methods and educational practice.

(3) TEACHING and LEARNING METHODS - EVALUATION

MODE OF TEACHING Face-to-face, Distance learning, etc.	Face to face instruction
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Students have the opportunity to communicate with the instructor during scheduled office hours, as well as via electronic means outside of these specific hours.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.	Throughout the duration of the course, students participate in focus groups on a weekly basis. Additionally, they participate in online platform groups aimed at exchanging views and reflections regarding the course.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Use of ICT in teaching , use of electronic platform to facilitate students
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Any means of internet access (private or public)
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The plagiarism policy of the Department of Philology can be found here: https://www.philology.uoc.gr/uploads/GUIDINGPRINCIPLES-OF-ETHICS-AND-PROFESSIONALCONDUCT-OF-THE-DEPARTMENT-OFPHILOLOGY.pdf
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	The use of Artificial Intelligence is allowed only with the permission of the instructor
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*	

Activity	*Semester workload*
Lecturers	3X 13= 39
Independent Study and literature review	83

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*		
	Written examination	3
	Course total (25 workload hours per credit unit)	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final examination (100% of the final grade) which includes: • verification of knowledge assimilation/consolidation • critical synthesis of information • application/transfer of taught knowledge to new data/scenarios

(4) ATTACHED BIBLIOGRAPHY

- **O'Donnell, A. M., Reeve, J., & Smith, J. K.** (2021). *Εκπαιδευτική ψυχολογία: Αναστοχασμός για δράση* (Γ. Μανωλίτσης & Φ. Αντωνίου, Επιμ.). Εκδόσεις Gutenberg.
- **Schunk, D. H.** (2010). *Θεωρίες μάθησης: Μια εκπαιδευτική θεώρηση* (Ν. Μακρής & Δ. Πνευματικός, Επιμ.). Εκδόσεις Μεταίχμιο. [1, 2]
- **Slavin, R. E.** (2007). *Εκπαιδευτική ψυχολογία: Θεωρία και πράξη* (Κ. Μ. Κόκκινος, Επιμ.). Εκδόσεις Μεταίχμιο. [1]
- **Vygotsky, L. S.** (1997). *Νους στην κοινωνία: Η ανάπτυξη των ανώτερων ψυχολογικών διαδικασιών* (Σ. Βοσνιάδου, Επιμ.· Α. Μπίμπου & Σ. Βοσνιάδου, Μετάφρ.). Εκδόσεις Gutenberg. [1, 2]
- **Παντελιάδου, Σ., & Φιλιππάτου, Δ.** (Επιμ.). (2013). *Διαφοροποιημένη διδασκαλία: Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές*. Εκδόσεις Πεδίο. [1]

2. Ξενόγλωσση Βιβλιογραφία / English Bibliography (APA 7)

- **Bandura, A.** (1977). *Social learning theory*. Prentice-Hall.
- **O'Donnell, A. M., Reeve, J., & Smith, J. K.** (2011). *Educational psychology: Reflection for action* (3rd ed.). John Wiley & Sons.
- **Piaget, J.** (1952). *The origins of intelligence in children*. International Universities Press.

- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pearson.
- Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.