COURSE OUTLINE

(1) GENERAL

SCHOOL	Social sciences			
ACADEMIC UNIT	Sociology			
LEVEL OF STUDIES	Undergraduate			
COURSE CODE	642		**SEMESTER**	Spring semester
COURSE TITLE	Pedagogical Psychology			

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	6
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*	Special background, Skills development
PREREQUISITE COURSES:	Didactics of Sociology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://www.soc.aegean.gr/ext-files/pm/pps/2022-642-en.pdf

(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*
Basic knowledge in pedagogy courses was set as a prerequisite for understanding and implementing the educational process and microteaching by Allen and Ryan. The topics deal with issues related to learning, development, motivation, individual differences, managing difficulties and problems in the educational process, effective teaching methods and enhancing students' personality. Educational psychology highlights the pedagogical principles in teaching and learning in the complicated classroom environment. **By developing the themes of the course, we expect participants, after the end of the semester, will know:** **- The basic theoretical concepts of pedagogical psychology and learning theories and suggest techniques that can improve learning and teaching**

- The: 1.behavioural approach, 2.cognitive approach, 3.socio-cognitive approach, 4.constructivist approach, 5.learning and motivation, 6. self-regulation, 7. classroom management, 8.school assessment, 9. use of tests, 10. grading process
- How biopsychosocial characteristics influence learning
-The factors that influence learning and the interaction factors
- How to develop techniques to enhance emotional intelligence and social-emotional learning.
- To know classroom management techniques utilizing knowledge related to the basic theories of Spearman, Vernon, Thurstone, Guilford, Cattel, Piaget, Vygotsky .
- How to plan and organize educational activities based on contemporary theories such as differentiated instruction
- To understand the effects of individual differences and their correlation with learning opportunities
- How to use methods that contribute to the development of students' personalities and to organise a positive environment that inspires creativity, expression, self-regulation and symmetry
- To understand cultural and social backgrounds, current social and family conditions and to use teaching techniques that aim at equitable teaching with equal opportunities for participation and for the development of competences
- To utilize techniques and pedagogical methods of managing difficulties and problems in the educational process, understanding the mental status and interacting on the basis of empathy, reframing and feedback.
- To assess flexibly promoting positive feedback

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...*
	....

In the teaching process, active participation through dialogue and interaction,

experiential learning, the formation of small groups, seminars, exercises, lectures and case analysis will be used in order to familiarized and highlighted the students' skills in the utilization of the new knowledge from the course of pedagogical psychology. Practice in observation, in recognizing the environment, in particular individual needs, in ways of transferring knowledge and in explaining complex theories in a way that can be understood without losing their quality, in decision making and case analysis in order to train new knowledge for the educational or teaching process.

In conclusion, the course aims to highlight and enhance skills related to :
- the understanding and use of learning theories and teaching techniques
- the practice of cooperation, observation, identification of difficulties, decision-making and management of difficulties
- the ability to create a positive and effective classroom climate
- an understanding of complex psychosocial problems and learning difficulties which will be used in an interdisciplinary context to develop special education programmes.

(3) SYLLABUS

- Pedagogical psychology as a structural element in the educational process
- Theories of cognitive development
- Learning: Conceptual clarifications
- Learning theories to the educational process: cognitive approach to learning, behavioural approach to learning, socio-cognitive and constructivist approach to learning, complex cognitive processes
- Socio-emotional education
- Concentration, Memory, Thought
- Classroom management, , management of individual difficulties, effective environment
- Motivation: Theories and applications in the educational process
- Group dynamics and interaction
- Psycho-emotional disorders (anxiety, stress, melancholy, phobias, etc.)
- Learning problems: Interpretation of the reports of the Centres for Differential Diagnosis, Diagnosis and Support , Medical and Pedagogical Centres etc. and formulation of Special Educational Program based on the knowledge of pedagogical psychology.

- Specificities in the educational process (parallel support, students with ADHD, complex cognitive, social and emotional disorders, Asperger's, etc.)
- Interaction between teachers and the student population
- The value of interdisciplinarity in pedagogical decisions. The role of special education staff
- Evaluation. The use of empathy, reframing and feedback.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of information and communication technologies for the presentation of the thematic modules and for the presentations of the projects

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	39 hours
Self-study	61 hours
Preparation of Assignment	40 hours
Preparation for the written exams	40 hours
Course total	180 hours

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.

- Presentations - Participation in the course
- Participation in the case study analysis
- Assignment
- Presentation of assignment
- Written exams at the end of the semester

(5) ATTACHED BIBLIOGRAPHY

Main Bibliography
Course books:

Eggen, P., Kauchak, D. (2017). *Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία.*(Δημητρακοπούλου, Π., Επιμ., Λυκιτσάκου, Κ., Μπακοπούλου, Α., Μετ.). Αθήνα: Κριτική
Slavin E. R., (2018). *Εκπαιδευτική Ψυχολογία. Θεωρία και πράξη.*(Κόκκινος, Κ., Επιμ., Εκκεκάκη, Ε., Μετ.). Αθήνα. Πολιτεία

Recommended Bibliography

Elliott, S., Kratochwill, T., Littlefield-Cook, J., Travers, J. (2008). *Εκπαιδευτική Ψυχολογία. Αποτελεσματική διδασκαλία-Αποτελεσματική μάθηση*. Αθήνα: Gutenberg.

Fondana, D. (1995). *Ψυχολογία για εκπαιδευτικούς* (Λώμη, Μ., Μετ.). Αθήνα: Σαββάλας

Μπίμπου-Νάκου, Ι. (2000). Εκπαίδευση εκπαιδευτικών και ψυχολογία: μια πρώτη προσέγγιση: το παράδειγμα των αναπαραστάσεων των εκπαιδευτικών σε σχέση με τη «δύσκολη» συμπεριφορά των παιδιών στο σχολείο. *Επιθεώρηση Κοινωνικών Ερευνών, 101*, 265–282. https://doi.org/10.12681/grsr.1004

Σμυρνάκη, Μ., Κουρκούτας, Η. (2017). Στάση εκπαιδευτικού, ψυχολογικό κλίμα τάξης και εξωτερικευμένα προβλήματα συμπεριφοράς μαθητών. *Ψυχολογία, 22,* 44-58.

Woolfolk. H. A., (1997). Teaching educational psychology: Texts in context. *Educational Psychologist,31,* 41-49. https://doi.org/10.1207/s15326985ep3101_6