



COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Technology		
ACADEMIC UNIT	Department of Environmental Sciences		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	AD701	SEMESTER	7th
COURSE TITLE	PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Teaching Hours		3	4
COURSE TYPE	Specialised general knowledge		
	Curriculum for Pedagogical and Teaching Competence		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/ENV_U_194		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Learning and motivation processes and the development of a positive classroom climate, through behaviour management, have been the main fields of connection between psychology and education. This connection is established through Educational Psychology, the scientific field that serves as the link between Pedagogy and Psychology. It includes elements derived from psychological research that can serve and promote guidance and education. Specifically, this scientific field serves as a training tool for organizing learning conditions, planning and controlling teaching actions, predicting and addressing forms of deviant behaviour in school and other phenomena that constitute the educational and teaching reality.</p> <p>Upon successful completion of the course, students, who are prospective teachers in secondary education, will be able to:</p> <ul style="list-style-type: none">• Understand the psychological background and corresponding dimensions of both the pedagogical and educational processes.• Clarify the psychological mechanisms through which learning takes place. This involves knowledge of learning theories and ways to create relevant incentives for students.• Develop knowledge and skills related to cognitive and learning concepts, as well as educational methods.• Understand the psychological aspects of the assessment process of the learning outcomes.• Manage interpersonal relationships developed in the school environment and adapt teaching to the specific characteristics of the learners.
General Competences
<ul style="list-style-type: none">• Search, analyse, and synthesize data and information, using necessary technologies• Adapting to new situations• Decision-making• Working autonomously• Collaborate effectively in a team• Generate new research ideas• Analyse complex problems and find suitable solutions in various case studies• Organizational skills

(3) SYLLABUS

<ul style="list-style-type: none"> • Definition - Object of Educational Psychology and Related Topics. • Individual development and the role of education and training, Neurophysiology of learning. • Learning Theories – Behaviorism. • Learning Theories - Cognitive Theories - Morphological theory, Piaget's Cognitive Developmental Theory, Bruner's Inquiry-Discovery Learning, Information Processing Theory, Memory, Thinking, Learning • Learning Theories - Constructivism - Human-centered learning theories. • The concept of motivation and its relationship to learning. • Motivation theories and their applications in educational practice (Maslow, Herzberg, Achievement Theory, Attribution Theory). Convergence of views on motivation and its role in pedagogical practice. • Individual differences and learning - Learning Difficulties (General-Specific), Case Studies. • Problem-solving. • Emotional disorders, anxiety, adolescence, and learning problems. • Classroom management, Forms of assessment, Case studies. • Presentation of individual work by students to the group and feedback discussion in the group.
--

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face, experiential exercises in small groups	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of PowerPoint slides • View material in video presentation • Visiting and utilizing material from websites • Communication with students via e-mail • Use of asynchronous distance learning (e-class) 	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	36
	Essay writing and presentation	25
	Course total (25 hours workload per credit)	100
STUDENT PERFORMANCE EVALUATION	<p>Students' performance is evaluated in the Greek language. The final grade is determined by:</p> <ul style="list-style-type: none"> • A written exam (at the end of the semester) that contributes 70% to the final grade, applying one or more of the following evaluation methods: Multiple-choice questions, short-answer questions, problem-solving. • Elaboration of an individual written assignment, in the second half of the semester, which contributes 30% to the final grade. The assignment may be presented in class by the students. <p>Final Grade = 70% Exam Grade + 30% Assignment Grade</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Collective Work (2022) <i>Educational Psychology</i>. Athens: Pedio Publications. (in Greek) • Maridaki-Kassotaki, A. (2011). <i>Pedagogical Psychology</i>. Athens: Diadrassi Publications. (in Greek) • Salkind, Neil J. (2003). <i>An Introduction to Theories of Human Development</i>. Athens: Patakis Publications. (in Greek) • Slavin, Robert E. (2018) <i>Educational Psychology: Theory and Practice (translated by Ekkekaki, L.)</i>. Athens: METAICHMIO Publications. (in Greek)
