COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SECTION	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDY	UNDERGRADUATE

COURSE TITLE			
Child Psychology			
COURSE CODE	ΨΧ0203	**SEMESTER**	2
HOURS per WEEK	3	**ECTS**	4
COURSE CATEGORY	Compulsory	**COURSE TYPE**	General background, Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	**PREREQUISITES**	-
OFFERED TO ERASMUS	YES	**ECLASS PAGE**	https://eclass.uth.gr/courses/PRE_U_223/

2. LEARNING OUTCOMES

Learning Outcomes

This course aims to introduce students to the psychological study, description and interpretation of individuals under who are in education.

Upon successful completion of the course students will:

- be able to understand the main theories of learning;

- handle concepts related to the study, description and interpretation of the learning process;

- be familiar with the psychological factors that influence pedagogical practice;

- have developed the basic skills needed to use the principles of educational psychology in their professional practice work as teachers

- be able to differentiate their teaching, approaching the pupils' learning needs on the basis of Pedagogical Psychology approaches, in his/her subsequent professional career.

General Competencies

Autonomous work

Teamwork

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical and self-critical thinking

Advancement of free, creative and inductive thinking

3. CONTENT

Subject matter, development and methodology of Educational Psychology.

Heredity, environment and behaviour.

Heredity, creativity and school performance

Behavioural theories associated with learning.

Cognitive and sociocognitive theories of learning.

Psychodynamic and phenomenological approaches to personality and learning.

Types of individual differences and their importance for education.

Motivation for learning and achievement

Dimensions of the teacher's role / stages of development

Systemic approach to education and training processes

1. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person

USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass / MSTeams	
COMPULSORY ATTENDANCE	NO	**MAXIMUM NUMBER OF ABSENCES:**

TEACHING ORGANIZATION	Activity	Semester Workload (hours)
	Lectures	39
	Literature study & analysis	30
	Study	29
	Examination	2
	Course total	*100*

EVALUATION	Type	Format	Weighting
	Final written exam	Open-Ended Questions	100%
	Description of other evaluation method / Evaluation criteria:		

2. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the *Eudoxus* service)

Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy K. (2020). Η Ψυχολογία της Εκπαίδευσης (Ε. Ανδρέου, ed.). Πεδίο.

Elliott Stephen N., Kratochwill Thomas R., Littlefield-Cook Joan, Travers John F. Εκπαιδευτική ψυχολογία

Other books / Notes

Eggen, P. & Kauchak, D. (2017). Εκπαιδευτική Ψυχολογία: Νέοι Ορίζοντες στη μάθηση και τη διδασκαλία. Κριτική.

Scientific journals

Educational Psychology

Psychology in the Schools

Scientific articles

Other