

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Applications of Educational Psychology			
COURSE CODE	ΨX1316	SEMESTER	6, 8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	Skills development, Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	ΨX0203
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_173/

2. LEARNING OUTCOMES

Learning Outcomes
<p>The aim of this course is to study the dynamic interrelationships among education-related factors so that the principles and intervention activities that govern and improve learning and individual adaptation to the school and wider environment can be successfully applied in the classroom.</p> <p>Upon successful completion of this course, students will:</p> <ul style="list-style-type: none">be able to understand how educational psychology approaches contribute to prevention and intervention in the school community;have developed basic academic skills to apply the principles of Educational Psychology in the subsequent professional career;be able to use learning theories in educational practice;have acquired skills in implementing social and emotional education programmes in schools;be able to relate the theoretical and research approaches of educational psychology to school prevention and intervention programmes.
General Competencies
<p>Autonomous work</p> <p>Teamwork</p> <p>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</p> <p>Critical and self-critical thinking</p> <p>Advancement of free, creative and inductive thinking</p>

3. CONTENT

<p>The role of Educational Psychology in prevention and intervention in the school community</p> <p>School - family interface</p> <p>Effective teaching and learning</p> <p>Use of learning theories in educational practice</p> <p>Dimensions of pupils' development and psychosocial adjustment</p> <p>Relationships with peers</p> <p>Behavioural and boundary issues</p> <p>Social and emotional education</p> <p>Mental resilience and school climate</p> <p>Issues of adaptation and support for children in the family and school</p> <p>Indicative prevention and intervention programmes at school: Linking theory, research and pedagogical practice</p>
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4. 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		29
	Study		30
	Examination		2
	Course total		100
EVALUATION	Type		Format
	Final written exam		Open-Ended Questions
			100%
Description of other evaluation method / Evaluation criteria:			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Βασιλόπουλος Σ., Μπρούζος Α., & Μπαούρδα Β. (2016). <i>Ψυχοεκπαιδευτικά Ομαδικά Προγράμματα για Παιδιά και Εφήβους</i> . Gutenberg.
Χατζηχρήστου, Χ. (2015). Πρόληψη και προαγωγή της ψυχικής υγείας στο σχολείο και την οικογένεια.
Scientific journals
<i>Psychology in the Schools</i>
<i>School Psychology International</i>