

COURSE OUTLINE

"Psychology for Education" (PSYED501)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	PSYED501	SEMESTER OF STUDY	Γ'
COURSE TITLE	Psychology for Education		
INDEPENDENT TEACHING ACTIVITIES <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES AND LABORATORY EXERCISES		3	10
<i>Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).</i>			
TYPE OF <i>general background, special background, specialization general knowledge, skills development</i>	General		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK		
THE COURSE IS OFFERED TO STUDENTS	NO		
ELECTRONIC COURSE PAGE (URL)	https://moodle.uoi.ac.cy/login/index.php		

(2) LEARNING OUTCOMES

Learning Outcomes <i>The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.</i> <i>Consult Annex A</i> • Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Learning Outcomes Writing Guide
This introductory course lays the foundation for training teachers, psychologists and anyone else interested in educational psychology. It guides students through research, theories, and practices related to cognitive, ethical, and psychosocial development and behavior change. The program aims to equip students with the knowledge and skills to create a better, more effective, and more meaningful educational experience for all students.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about

- the principles of educational psychology.
- the areas of student diversity and methods of inclusion of students with different needs in the school context.
- the analysis and critical discussion of basic and contemporary theoretical approaches to learning.
- developing supportive intervention programmes in collaboration with teachers to create an effective learning environment.
- evaluating the effectiveness of various educational and psychological principles and theories in practice.
- demonstrating effective communication and collaboration skills in working with students, teachers and parents.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

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Other...

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The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Psychology.

This is an introductory meeting. This week focuses on introducing psychology as a discipline. Throughout this week, students will delve into the fundamental aspects of psychology, gaining an in-depth understanding of its characteristics, its different disciplines, and its specialized areas of study. The goal is to equip students with the skills necessary to identify the optimal application of each discipline, whether in exploring research questions or effectively navigating various real-world situations.

2. Psychology for Education.

This week will introduce the link between psychology and education, emphasising the importance of educational psychology in optimising teaching and learning processes. It will explore the scientific study of behavioral and cognitive processes in psychology, emphasizing their importance in learning and general well-being. In addition, throughout this week, students will engage in a critical discussion of the role of teachers, emphasizing the need for a deep understanding of pedagogy and the implementation of effective teaching practices. The integration of psychology with education will be explored, presenting the role of educational psychology in understanding learning processes and addressing the factors that influence them. The distinction between educational and school psychology will be clarified and the specificity and contribution of each will be described. Ultimately, students will

gain knowledge of how educational psychology informs instruction, practices and supports student learning, encouraging a deeper understanding of the complexities within the educational context.

3. The Role of Research in Educational Psychology.

This week will highlight key concepts in educational psychology research. Through discussions, students will explore and gain a deep understanding of the different methods used in educational psychology to study various empirical questions and critically reflect on their appropriateness in real-life scenarios.

4. Piaget's Cognitive and Moral Development Theory & Kohlberg's Theory of Moral Development.

This week focuses on the basic theories of human development, exploring how individuals develop and change in different areas over the life course. The week will focus on cognitive, language, socio-emotional and personality development. Understanding these critical areas is fundamental for educators as they create learning experiences tailored to the specific age and developmental stages of students.

5. Vygotsky's Cognitive Development Theory.

This week's lecture will equip students with an in-depth understanding of Vygotsky's theory of cognitive development, emphasizing how social interactions and cultural context shape cognitive development. Specifically, students will delve into key concepts such as the zone of proximal development and descending learning support, gaining insights into how these ideas influence learning and educational practices.

6. Erikson's Psychosocial Theory.

This week, students will explore the main pillars of Erikson's psychosocial theory. They will develop a deep understanding of these fundamental aspects, equipping them with valuable skills to enrich their teaching and learning processes.

7. Development in Childhood and Adolescence.

This week focuses on understanding the different stages of physical, cognitive and socio-emotional development in different age groups: preschool, middle childhood and adolescence. The lecture delves into the key milestones and challenges associated with each developmental stage, drawing on prominent developmental theories such as those proposed by Piaget, Erikson and Vygotsky. In addition, the lecture highlights the implications of these developmental changes for teachers and educational psychologists in designing effective educational practices and providing appropriate support for students. This week aims to equip students with the knowledge and skills necessary to effectively address the diverse needs of students at different developmental stages in the educational setting.

8. Behavioural Learning Theories.

This week focuses on the key pillars of classical and contributory conditional learning, as well as social learning. Students will gain a deep understanding of these vital aspects, equipping them with the skills to understand and apply various learning theories in educational settings.

9. Motivation for learning.

This week focuses on understanding motivational theories and their applications in educational contexts. Students will learn about various motivational theories, including Maslow's Hierarchy of Needs, performance theory, expectancy theory, and achievement motivation. They will also learn about the implications of these theories for teaching and learning practices, such as encouraging intrinsic motivation, addressing acquired feelings of helplessness, and fostering a supportive learning environment. In addition, students will learn how teachers can effectively motivate students and enhance their learning experiences.

10. Memory and Learning.

The lecture on memory and learning describes the key pillars of understanding how our brain stores and retrieves information, which is vital for accessing the past, envisioning the future and facilitating learning. It delves into the three types of memory storage: sensory memory, short-term and long-term

memory, each with distinct functions, capacities and durations. In addition, the lecture explores the information transition processes between memory types as defined as attention, encoding, and recall. Strategies for improving memory, such as integrated processing and retrieval cues, are discussed, along with factors that affect memory and learning, including interference, sleep quality, and diet. By understanding these concepts, students gain a comprehensive understanding of effective learning strategies, emphasizing cognitive development over mere memorization, aligning with the goals of modern education.

11. Students with Disabilities.

This week focuses on key pillars such as understanding different specialties, recognizing the roles of the teacher and psychologist in diagnosis, exploring strategies for integrated education, emphasizing early intervention, and stressing the importance of parental cooperation. Through this, students will develop skills in identifying different learning disabilities, understanding professional roles in diagnosis, devising integrated education strategies, implementing early intervention programs, and promoting collaboration among stakeholders to effectively support children with exceptionalities.

12. Impact of violence on cognitive, socio-emotional development and learning.

This week focuses on the key pillars of understanding violence and its manifestations, its impact on individuals and prevention and intervention strategies. Students will gain a deep understanding of these key aspects, equipping them with the skills to recognize signs of violence, respond appropriately to situations of violence, and help create safe and supportive environments for themselves and others.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.	
ORGANISATION OF TEACHING <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i> <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	Activity	Semester workload
	Lectures	39
	Laboratory exercises	13
	Interactive Teaching	13
	Study & Literature Analysis	26
	Study preparation	26
	Job Writing	36
	Independent Study	47
	Total	200
STUDENT ASSESSMENT <i>Description of the evaluation process</i> <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i> <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	<i>Weekly interactive activities (20% in total): On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to complete certain activities. These activities are an integral part of the course and help the student understand and assimilate each week's material. The instructor will select 10 interactive activities prior to the start of the course that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.</i>	

	<i>Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.</i> <i>Final examination (50%): the final examination will assess the students' understanding of the learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</i>
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(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

- Carey, B., (2014) How we learn: the surprising truth about when, where, and how it happens. new york. random house.
- Cherry, K. (2017).What is classical conditioning? A step-by-step guide to how classical conditioning really works. Retrieved July 16, 2023, from <https://www.verywell.com/classical-conditioning-2794859>.
- Gray, P., & Bjorklund, D. (2018) Psychology (8th ed.) New York: Worth Publishers.
- Lyman, L. (2016). brain science for principals: what school leaders need to know. maryland: rowman & littlefield.
- Roediger, R. (2015). make it stick: the science of successful learning and memory. presentation at Learning and the Brain Society Conference on Memory.

- Related scientific journals:

International Journal of Psychology
The Journal of Neuroscience
Psychological Science in the Public Interest
Journal of Cognitive Psychology
International Journal of Cognitive Research in Science, Engineering and Education (IJCREE)
Journal of Educational Psychology
Psychology: Journal of the Hellenic Psychological Society