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| **Course title** | Educational Strategies & Interventions | | | | | |
| **Course code** | PSY317 | | | | | |
| **Course type** | Elective | | | | | |
| **Level** | Undergraduate | | | | | |
| **Year / Semester** | Year 3 | | | | | |
| **Teacher’s name** | Myrto Mavilidi | | | | | |
| **ECTS** | 7.5 | **Lectures / week** | 1 | **Laboratories / week** | | 0 |
| **Course purpose and objectives** | The purpose of this course is to assist students comprehend how people learn, develop, and process information in educational contexts by giving them a thorough understanding of the theories and principles of educational psychology. Also, to provide students with the information and abilities they need to support the success of all learners, including those with varied learning needs and in various educational environments. This course aims to show how psychological theories and research may guide efficient teaching and learning methods. A final aim is to prepare students for employment in education, counseling, educational consulting, and similar fields where they will be in charge of creating and putting into action plans to improve learning and growth. | | | | | |
| **Learning outcomes** | The following learning outcomes are expected, where students will:   1. Demonstrate mastery of educational psychology theories and their application in educational contexts. 2. Design and implement instructional strategies that cater to diverse learners' needs. 3. Develop interventions and support strategies for students with special needs and learning difficulties. 4. Use effective classroom management techniques to foster a supportive learning environment. 5. Apply ethical decision-making in educational settings to protect students' rights and wellbeing. | | | | | |
| **Prerequisites** | PSY319 | | **Required** | | No | |
| **Course content** | The course content for Educational Strategies and Interventions will cover a wide range of topics related to educational psychology, instructional strategies, and intervention techniques, including:  Week 1: Introduction to Educational Psychology  Week 2: Cognitive Development and Learning  Week 3: Behavioral Theories of Learning  Week 4: Social and Constructivist Theories of Learning  Week 5: Motivation and Learning  Week 6: Individual Differences and Diversity in the Classroom  Week 7: Assessment and Evaluation  Week 8: Instructional Design and Strategies  Week 9: Classroom Management and Behavior Interventions  Week 10: Inclusive Education and Universal Design  Week 11: Educational Technology and Blended Learning  Week 12: Counseling Skills and Support  Week 13: Research in Educational Psychology  Week 14: Professional Ethics and Legal Considerations  Week 15: Real-World Application and Case Studies  Week 16: Capstone Project or Final Assessment | | | | | |
| **Teaching methodology** | Lecture | | | | | |
| **Bibliography** | The latest peer-reviewed journal articles, reviews, and reputable online resources will be distributed by the lecturer throughout the course.  Meyer, A., Rose, D. H. & Gordon D. (2014). Universal Design for Learning: Theory and Practice. CAST Publishing.  Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. Jossey-Bass. | | | | | |
| **Assessment** | 1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment and presentation (20%): Assign group research projects, case studies, or literature reviews to encourage students to delve deeper into specific topics within educational strategies and interventions. 3. Individual assignments (10%): Use practical assessments to evaluate students' skills in developing and implementing educational interventions. For example, have them design a lesson plan or create an intervention plan for a specific case. 4. Presence & Participation (10%): Students should be present and actively participate in in-class discussions. | | | | | |
| **Language** | English | | | | | |