COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SCIENCES		
DEPARTMENT	DEPARTMENT OF CHEMISTRY		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	PEDN601	**SEMESTER**	6th
COURSE TITLE	LEARNING PSYCHOLOGY		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Specialised background / specialization
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://chem.duth.gr/courses/%cf%88%cf%85%cf%87%ce%bf%ce%bb%ce%bf%ce%b3%ce%af%ce%b1-%cf%84%ce%b7%cf%82-%ce%bc%ce%ac%ce%b8%ce%b7%cf%83%ce%b7%cf%82/

(2) LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon completion of the course, the student is expected to have developed:

- A comprehensive understanding of the basic theories of learning, such as behaviourism, constructivism, the socio-cognitive and the humanistic approach;
- The ability to analyse the role of emotions and motivation in learning and in the interaction between student and teacher;
- Skills for selecting and integrating learning strategies according to the characteristics of learners and the subject matter;

- Awareness of the importance of metacognition and techniques for enhancing self-regulated learning;
- A critical stance towards traditional and contemporary conceptions of learning, with the aim of adapting teaching to modern needs;
- The ability to connect theoretical concepts with everyday educational practice, strengthening the teacher's role as educator and facilitator of learning.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

He/She is able to:

- Draw on the theoretical principles of the psychology of learning to respond to the requirements of the course "Didactics of Chemistry";
- Select, from the theoretical strategies of the psychology of learning, those that are most useful for application;
- Maintain control over the overall teaching and learning process.

More specifically, the content of the course promotes the following competences:

- Search for, analysis and synthesis of data and information, using the necessary technologies;
- Working in an international environment;
- Working in an interdisciplinary environment;
- Project planning and management;
- Respect for diversity and multiculturalism;
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues;
- Exercise of criticism and self-criticism;
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

1. Definition of learning: relationship between learning and school, differences between teaching and learning, traditional approaches.

2. Theories of learning: behaviourism, constructivism and other key theoretical approaches.

3. Methods of learning: laws of learning, forms and ways of acquiring knowledge.

4. Factors that influence learning: anxiety, self-esteem, curiosity and motivation.

5. Theories of motivation: motivation in learning, sources and types of motivation (intrinsic and extrinsic).

6. The emotional dimension of learning: the role of emotions in teacher–student relationships and in the classroom.

7. Behaviourist theories of learning (part 1): general principles and applications in the classroom (Pavlov, Watson, Thorndike).

8. Behaviourist theories of learning (part 2): Skinner – programmed instruction and the decline of behaviourism.

9. Socio-cognitive theories: Bandura, Vygotsky, Piaget – the cognitive revolution and learning as information processing.

10. Humanistic theories of learning: Maslow, Rogers and the importance of personal development.

11. Learning strategies: teaching practices and techniques for improving the learning process.

12. Metacognition: the concept of metacognition and the development of the ability to "learn how to learn".

13. Contemporary approaches to learning: developments and new trends in the learning process.

(4) LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in teaching and communication with students:
• digital slides;
• videos;
• MsTeams / e-class, webmail.</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td><table><tr><th>Activity</th><th>Workload/semester</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Assignment writing</td><td>10</td></tr><tr><td>Bibliographic research & analysis</td><td>10</td></tr><tr><td>Final examination</td><td>2</td></tr><tr><td>Mid-term test</td><td>1</td></tr><tr><td>Student's study hours</td><td>13</td></tr><tr><td>Total</td><td>75</td></tr></table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>Final (cumulative) written evaluation with multiple-choice or short-answer questions in Greek. Samples of the questions are provided during the last class of the semester.
Final grade = 30% × assignment grade + 20% × mid-term test grade + 50% × final examination grade.*
*Participation in the final examination is compulsory for all students in order for a grade to be announced.
The written individual or group assignment (up to 5 students) is optional and is prepared extensively during the course of the semester.</td></tr>
</table>

(5) SUGGESTED BIBLIOGRAPHY

1. Dimitriou, A. (1993). Γνωστική Ανάπτυξη. Μοντέλα – μέθοδοι – εφαρμογές. Thessaloniki: Art of Text.

2. Gaonac'h, D., & Golder, C. (2003, trans.). Εγχειρίδιο Ψυχολογίας για την εκπαίδευση. Athens: Patakis.
3. Kapsalis, A. (2006). Παιδαγωγική Ψυχολογία. Thessaloniki: Kyriakidis.
4. Koliades, E. (1997). Θεωρίες μάθησης και εκπαιδευτική πράξη. Athens.