

# Course Description of MSc in Educational Psychology

## **DPSYC503: Learning: Theoretical Approaches and Educational Implications**

The course aims to provide evidence-based knowledge on the most important approaches to learning from different areas of psychology. Specifically, it aims to help students evaluate the theory, research and educational applications in the field of learning and teaching. It also aims to the comprehension of the differences in level of theory and educational applications between behavioural, cognitive and socio-cognitive approaches to learning and to the implementation of innovative teaching practices in the classroom, promoting interaction with students, and create a positive learning environment.

## **DPSYC611: Multicultural Dimensions of Behavior**

The course offers scientific knowledge necessary to adequately meet the requirements of modern multicultural reality. More specifically, it aims in an in-depth knowledge of theories and methods related to intercultural education, the sociological dimension of education as a system and the school as a content of interaction between cultural and social structures that influence human behavior. It aims to develop critical thinking and analysis around phenomena and problems that arise through intercultural differences in school and society. Effective strategies and a narrative fantasy (the ability to actively empathize with others) will also be developed for dealing with racism and discrimination in order to be able to understand oneself.

## **DPSYC608: School Counselling**

The course of School Counselling introduces the students to the role and the work of the school counsellor. The course includes the critical review of theoretical-research data related to modern models of school counselling interventions. The purpose of the course is to help students to understand how counselling services and evaluations in the school community are provided, in Greece, Cyprus and internationally. In this course students practice and learn how to apply basic counselling skills for effective communication with pupils and parents. Furthermore, they learn how to design and implement preventive programs to support the socio-emotional development of students.

### **DPSYC605: School Context and Gender Identities during Adolescence**

The course aims to help students engage critically in theories and research findings on how adolescents develop their gender identity while taking into consideration the role of the environment (family, media and school). Moreover, the course aims to help students adopt a critical attitude towards gender stereotypes in order to (i) support their students in building their identity and (ii) hinder any gender inequalities among their students, which will affect their career and life choices.

### **DPSYC607: Research Methods and Statistics**

The purpose of this course is to analyse the basic principles of scientific research and statistics so that it is possible to properly design and carry out empirical studies. The course focuses on knowledge and skills related to research planning, sampling, data collection and analysis, and the extraction of valid conclusions in the domain of Psychology and Education. Moreover, it focuses on the ethical issues that arise when designing and implementing a research in the field of Psychology and on the in-depth knowledge and skills related to performing and critically assessing data analysis (descriptive statistical analysis, correlation analysis, use of parametric and non-parametric criteria, comparison of groups, linear regression, etc.), using the SPSS statistical packet and to be able to use it in their professional field.

### **DPSYC610-1: Independent Research Study – 1**

The course aims for students to be able to engage in research and intervention activities and to develop the research skills that are useful for both the school environment and for further involvement in research. Additionally, they have the chance to gain experience in research design in psychology, sampling, data collection and analysis and valid conclusion. The course does not include attendance, and all research activities are carried out under the supervision of an academic staff member.

### **DPSYC506: Learning Difficulties**

The course aims to familiarize students with the term Learning Difficulties (LD) as a category of Special Educational Needs with/without Disabilities in relation to a number of topical issues of concern to the international scientific community. This course covers in detail the area of reading difficulties and dyslexia by studying the nature, causes diagnosis and different types of treatment of reading problems based on different theories and approaches. The course aims to help students to consolidate and apply modern psychological and educational approaches that apply to students with LD (cognition, metacognition, social, motivational), giving them the opportunity to link theory and research with practice in order to be able to support them through the

implementation of different psychoeducational interventions on the one hand and on the other hand through cooperating with students' parents and service delivery structures for children and adolescents with LD.

### **DPSYC501: Cognitive, Emotional and Social Development**

The structure of the course aims at achieving learning objectives that focus on a) the knowledge of evolutionary changes that take place in the main fields of development with emphasis on early, childhood and teenage years. These changes will be analyzed in the light of the most prevalent interpretations, their convergences and deviations, as well as their degree of experimental support. b) the knowledge of the distinct role played by the various contexts in which the field evolutionary course takes place. And c) extensions of findings and interpretations in both the daily and the educational process.

### **DPSYC610-2: Independent Research Study 2**

This course aims to involve students in research and interventional activities and to develop research skills, useful both for the school context and for further involvement in research. It also aims to familiarize students with the writing up of scientific studies/works. The course does not include attendance, and all research activities are carried out under the supervision of an academic staff member.

### **DPSYC505: Personality: Theoretical Approaches and Development**

This course examines the basic theories of human personality development (behavioral, psychodynamic and humanistic). It examines the development of personality, its structure, normal and divergent characteristics, the processes that bring a change in the personality and the biological and environmental factors that affect it. The course also gives students the opportunity to use the knowledge they will gain through the course in approaching their own students and planning their own courses.

### **DPSYC602: Language Development and Literacy**

The purpose of this course is to give to the students a fundamental overview of the theories, methods and applications related to language development and its function. Knowledge of the neurophysiological bases of reading, the stages of learning to read in the Greek language, emphasizing in the importance and complexity of reading comprehension are provided in this course. Moreover, students have the chance to evaluate and apply basic strategies for effective learning from text.

**DPSYC604: Developmental Psychopathology**

The aim of this course is to get acquainted with the main forms of deviant behavior and the possible causes of their existence were emphasizing in the early childhood, childhood and adolescence. Through this course, students will have the opportunity to study problems and deviant behaviors that include eating disorders, anxiety disorders, depressive spectrum disorders, pervasive developmental disorders, mental retardation and child retardation, sexual behavior and gender identity disorders.