

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-2305	SEMESTER	4 th
COURSE TITLE	MOTIVATION AND PSYCHOEMOTIONAL FACTORS IN LEARNING		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and educational videos presentations	3	4	
COURSE TYPE	Scientific Area - Elective		
PREREQUISITE COURSES:	Educational Psychology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (independent study of the English literature and relevant essay)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1076		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The course focuses on certain concepts and theories of Educational Psychology for enhancing learning and instruction in educational contexts. Emphasis is given to research on the psychological aspects of motivation and emotions during instruction, students' goal orientation and school climate. In addition, the course aims to provide knowledge for the application of basic theoretical approaches in school environment based on current empirical research and data.</i></p> <p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. understand and compare the different theoretical perspectives within the field of motivation related to learning and instruction 2. discuss how these theories are applied to educational settings 3. evaluate the importance of academic motivation and their effect on cognitive processes that facilitate learning 4. discuss and analyze goal orientation theory regarding students' engagement in task 5. understand psychoemotional factors affecting classroom climate in terms of creating a caring environment that promotes instruction and learning
General Competences

- Seeking, analysing and composing data and other information through the development of appropriate skills and knowledge
- Respect of the different and the multicultural students' background
- Criticism and self-criticism
- Building social, professional and moral responsibility and sensitivity as future psychologists

(3) SYLLABUS

1. Introduction to motivation -Research methods of the field
2. Classical theories of motivation
3. Expectancy-value theories of motivation
4. Achievement motivation theory
5. Attribution theory
6. Attribution theory and application to instruction and learning
7. Extrinsic and intrinsic motivation
8. Self-determination theory
9. Control value theory of achievement emotions
10. The influence of goals on motivation to Learn
11. Classroom climate: effective learning environment
12. Engagement in learning

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in class		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform 		
TEACHING METHODS	Activity	Semester workload	ECTS credits
	Lectures aiming at activating students for course participation	39	1.56
	Independent study of relevant literature for midterm test	24	0.96
	Independent study of relevant literature for final exams	38	1.52
	Exams	4	0.16
	Course total	105	4.2

STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> • Midterm exams using multiple choice, elaborative questioning, and problem-solving questions (30%) • Final exam using multiple choice, elaborative questioning, and problem-solving questions (70%) • Evaluation is in Greek and in English for Erasmus students. • Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture.
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(5) ATTACHED BIBLIOGRAPHY

1. **Schunk, D. H., Pintrich, P., & Meece, J. (2010).** *Motivation in Education: Theory, Research and Applications* (Eds. in Greek: N. Makris & D. Pnevmatikos). Athens: Gutenberg.
2. **Kostaridou-Efklides, A. (2011).** *Psychology of motivation*. Athens: Pedio. (Greek version)
3. **Eggen, P. D., & Kauchak, D. P. (2017).** *Educational Psychology: Windows on Classrooms* (Ed. in Greek: P. Dimitropoulou. Trans.: K. Lykitsakou, & A. Bakopoulou). Athens: Kritiki.
4. **Graham, S. (1991).** A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3(1), 5-39.
5. **Kaplan, A., & Maehr, M. L. (2007).** The contributions and prospects of goal orientation theory. *Educational Psychology Review*, 19(2), 141-184.
6. **Maslow A. H. (2011).** *Motivation and Personality*. Athens: Aiora
7. **Pekrun, R. (2006).** The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341.
8. **Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002).** Positive Emotions in Education. In E. Frydenberg (Ed.). *Beyond Coping: Meeting Goals, Visions and Challenges* (pp.149–173). Oxford: Oxford University Press.
9. **Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012).** *Psychology* (Ed. in Greek: S. Vosniadou). Athens: Gutenberg.
10. **Schutz, P. A., & Pekrun, R. E. (2007).** *Emotion in education*. MA: Elsevier Academic Press.
11. **Slavin R. E. (2006).** *Educational psychology: theory and practice* (Ed. in Greek: K. Kokkinos. Trans.: E. Ekkekaki). Athens: Metaixmio.
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13. **Weiner, B. (2013).** *Human motivation*. Psychology Press.
14. **Dimitropoulou, P. (2013).** Classrooms and differentiated instruction: what is required for the development of effective learning environment. In D. Filippatou & S. Panteliadou (Eds.), *Differentiated learning: Theoretical approaches and educational applications*. (pp. 121-148). Athens: Pedio. (Greek version)
15. **Karagiannopoulou, E. (2007).** *Regarding learning: The importance of relational factor*. Athens: Gutenberg. (Greek version)
16. **Kostaridou-Efklides, A. (2012).** *Motivation in Education*. Athens: Pedio. (Greek

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