

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	PSY-2304	SEMESTER	3nd
COURSE TITLE	Leaning Theories: An Educational Perspective		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, discussion, case study, video	3	4	
COURSE TYPE	Special background (Elective)		
PREREQUISITE COURSES:	—		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (individual work in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/enrol/instances.php?id=1049		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The aim of the module is to present main learning theories in theoretical level and apply them in the context of educational setting. Students will have the opportunity to critically compare and elaborate systematically on different learning theories, therefore forming a personal approach through the reflexion on the nature of the learning process itself. In addition, students will have the opportunity to form and evaluate the ideas and practices they have developed themselves for the nature of the learning process as well as to develop a sense of orientation towards an effective teaching practice.</i></p> <p>After the completion of the module students are expected to:</p> <ul style="list-style-type: none"> - have constructed the basic key notions in relation to theories of learning - be able to distinguish basic characteristic of behavioral, cognitive and socio-cultural theories of learning - to be able to mention the basic representatives of each theory - be able to analyze and evaluate the content of the theories of learning - be able to recall examples of teaching practices based on the theories of learning -and finally be able to compare the basic principles and characteristics of theories of learning.
General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

(3) SYLLABUS

I. Introduction to the study of Learning-Historical Perspective

A. What is Learning

- Approaches of Learning
- Perceptions of Learning
- From Perceptions of Learning to Theories of Learning

II. Learning Theories

A. Essentialism: St. Augustinus & Calvin, Plato & Aristotle, Rousseau & Herbart

B. Behaviorism

- Historical and Social Perspective
- Basic principles
- Critical review
- Educational Implications

C. Cognitive Approaches

- Noam Chomsky
- Jerome Bruner
- Herbert Simon- H / Y Artificial Intelligence
- Basic Principles
- Critical Review
- Educational Implications

D. Constructivism

- Assumptions and Perspectives
- Critical Review
- Educational Implications
- E. Common vulnerabilities & activity theory

III. Neuroscience of Learning

- Neurophysiology of Learning
- Brain Development
- Motivation and Emotions
- Educational Implications

IV. Learning and Instruction

- Discovery learning,
- Meaningful Learning,
- conditions of learning,
- Instruction models,
- Research and Instruction,
- Students characteristics ,
- Technology and Instruction
- Instructional Applications(skills, language, reading, mathematics, science, social studies)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face,		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching Using the e-learn		
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS credits</i>
	Lectures	39	1,56
	Study and analysis of bibliography	55	2,20
	Final written Exams	3	0,12
	Course total	97	3,88
STUDENT PERFORMANCE EVALUATION	<p>Written Exams</p> <p>Language of evaluation: Greek. For Erasmus exchange students language of evaluation will be English.</p> <p>The evaluation criteria are constantly accessible to students via the website of the course.</p>		

(5) ATTACHED BIBLIOGRAPHY

Basic:

- Bigge, M.L. & Shermis, S. (2006). *Learning theories for teachers* (Ed. in Greek: R. Armaos - N. Gillipd, Trans.: F. Arvanitis). Athens: Patakis.
- Shunk, H. D. (2012). *Learning Theories. An Educational Perspective* (6th ed.). Boston: Pearson.

Supplementary:

- Bertelsen O. W. (2003) Activity Theory. In J. M. Carroll (Ed.), *HCI Models, Theories, and Frameworks: Towards and Interdisciplinary Science* (pp. 291-324). San Francisco, CA: Morgan Kaufmann
- Contemporary Theories of Learning (Collective) (2009). *16 Theories of Learning... With the words of their creators*. Athens: Metaixmio.

- Dafermos, M. (2002). *The Cultural – historical theory of Vygotsky. Philosophical – Psychological- Educational dimensions*. Athens: Atrapos.
- Dimou, G. (2008). *Educational Psychology (A' Vol., Theories of Learning)*. Athens: Gutenberg.
- Koliadis, E. (1997). *Theories of learning and educational practice. Socio-cognitive learning theory (B' Vol.)*. Athens: Self-publishing.
- Mitropoulou, B. & Stogiannidis A. (2015) *Theories of Learning and education*. Athens: Ostracon Publishing.
- Vosniadou, S. (Ed.) (2004). *Cognitive Science: The new science of mind*. Athens: Gutenberg.