COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	*Undergraduate*		
COURSE CODE	**PSY-3112**	**SEMESTER**	6th
COURSE TITLE	The Contribution of Psychological studies to Intelligence in the Educational Process.		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	**6**
COURSE TYPE	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	the seminar will be offered in Greek.		
COURSE WEBSITE (URL)	It will be announced		

(2) LEARNING OUTCOMES

Learning outcomes

From the world-wide research study, the mutual and well-established relationship of *Intelligence and Education is evident. The spur for the educational process improvement stems from the understanding of the nature and structure of Intelligence. The purpose of the seminar is to understand the contribution of the intelligence-related research in education and how they have contributed to improving the learning process.*

By comparing older and recent research and the conflicts that have arisen, students will approach the concept of Intelligence, its relation to the educational process in the light of multifactorial theories of intelligence, broad theories and models of Intelligence and the factors which affect this relationship.

At the end of the seminar students should be able to:

1. Understand the notion of Intelligence and its relation to education.
2. Be aware of the factors that affect this relationship.
3. Describe multivariate Intelligence theories, broad theories and Intelligence models, and their contribution to improving the learning process through relevant research.

4. Compare the conducted surveys for Intelligence in relation to education and critically evaluate them.
5. Critically evaluate the programs and teaching methods that have been elaborated by the theories and models of Intelligence.

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
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

1.Approaching the concept of Intelligence and its measurement. Historical review (A. Binet, C. Spearman).

2. Review of Intelligence research about Intelligence and school performance.

3. IQ as a predictor of school performance.

4. Factors that affect the relationship between Intelligence and school performance.

5. The influence of stereotypical perceptions on Intelligence and its effect on performance.

6. The contribution of multivariate intelligence theories to the educational process.

7. The Contribution of Broad Theories and Models to Intelligence in the Educational Process.

8. Intelligence development through teaching and programs. Critical evaluation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Into the class-room (face-to-face)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching , Communication with students using the e-learning
TEACHING METHODS	

Activity	*Semester workload*	*ECTS*
Lectures	10	0,4
Presentation	40	1,6
Studying	40	1,6
Writing essay	50	2
Participation	10	0,4
Course total	***150***	***6***

STUDENT PERFORMANCE EVALUATION	-Writing exam 50% -Essay presentation 40% -Participation in the seminar 10%

	Exam will be in Greek or in English language (for Erasmus students)

(5) ATTACHED BIBLIOGRAPHY

Bas, G. (2016).The Effect of Multiple Intelligences Theory-Based Education on Academic Achievement: A Meta-Analytic Review. *Educational Sciences: Theory & Practice, 16,* 1833–1864. doi: 10.12738/estp.2016.6.0015.

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Schroeders, U., Schipolowski, S., Zettler, I., Golle, J., Wilhelm, O. (2016). Do the smart get smarter? Development of fluid and crystallized Intelligence in 3rd grade, *Intelligence, 1-12.* http://dx.doi.org/10.1016/j.intell.2016.08.003

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