

COURSE OUTLINE

MASTER PROGRAM	CREATIVE AND ADAPTED PHYSICAL EDUCATION
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1. GENERAL

SCHOOL	PHYSICAL EDUCATION AND SPORT SCIENCE		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	POSTGRADUATE -LEVEL 7		
COURSE CODE	Π102	SEMESTER	1st
COURSE TITLE	SCHOOL PSYCHOLOGY IN PHYSICAL EDUCATION AND IN SPECIAL PHYSICAL EDUCATION		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>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.</i>		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	MANTATORY CORE COURSE FOR BOTH SPECIALIZATIONS		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK ENGLISH FOR ERASMUS+ STUDENTS		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/PHYED5C103/		

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.

This course focuses on psychological and psychosocial factors and processes related to students' learning and adaptation to school and to teachers' instruction. A main aim is to enable the participants to enhance knowledge, methods and skills in order to facilitate students' learning and personal growth within the school environment. Moreover, another aim is to enable teachers and coaches to deal at a first level with possible obstacles and difficulties regarding students' learning and adaptation in the school context.

After the successful completion of the course, the participant students should:

- comprehend in depth and be able to discuss about the topics of this course, that is, about the psychosocial factors that facilitate learning and development under the perspective of the field of School/Educational Psychology, managing classroom behavior, differentiated learning and teaching, inclusive education, etc.
- critically evaluate and discuss on relevant research and psychoeducational material
- apply their knowledge and skills to facilitate students with or without special educational needs to learn and adapt in the school environment, and plan and implement solutions at a first level when adaptation or/and learning difficulties arise.
- be able to plan, gather appropriate material/sources, interpret and synthesize them, and write down a critical essay based on current literature.

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

Search, analysis and synthesis of data and information, ICT use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Equity and Inclusion

Sustainability

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction and definition of the area and basic concepts.
2. Psychological and socio-psychological factors contributing to learning and behavior. Theoretical approaches.
3. Effective communication and behavior management in the classroom.
4. Identifying obstacles and difficulties in children's learning and development. Psychological-psychoeducational assessment.
5. Interdisciplinary cooperation in inclusive education
6. Differentiated teaching within the Educational Psychology tradition and special education
7. Applications of differentiated teaching in students with special educational needs and disabilities
8. Genetic syndromes of mental disability – Neuropsychological profile and intervention models under the perspective of Educational Psychology and Special Education
9. Self-regulated learning: Nature, development, and applications in the classroom and in Physical Education course
10. Managing classroom behavior. Promoting positive behaviors in the school.
11. Psychological interventions for children and adolescents: Theoretical perspectives - Part I.
12. Psychological interventions for children and adolescents: Theoretical perspectives - Part II.
13. Psychoeducational interventions and programs: Applications in the school context.

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Face to face learning (units 1-4 and 9-13) and Distance learning (units 5-8)	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in teaching, in Communication with students, in accomplishing assignments and exercises	
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>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.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Workload/semester</p>
	Lectures	50
	Literature review	70
	Individual project	45
	Group project	47
	Project presentation	35
	Examen	3
	Total	250
<p>STUDENT EVALUATION <i>Description of the evaluation process</i> <i>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</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<ul style="list-style-type: none"> - Written essay (face to face units) 45% - Applied exercises 15% - Written essay (distance learning units) 40% <p>Students are informed for the criteria of evaluation both in e-class and during meetings.</p>	



5. SUGGESTED BIBLIOGRAPHY

Face to face learning units – Mainstream class:

1. Blankenship, B. (2008). *The psychology of teaching physical education*. Routledge.
2. Δερμιτζάκη, Ε. (2017). *Προάγοντας τις δεξιότητες των μαθητών να μαθαίνουν. Ανάπτυξη της αυτο-ρυθμιζόμενης μάθησης*. Αθήνα: Gutenberg.
3. Dignath, C., & Büttner, G. (2008). Components of fostering self-regulated learning among students. A meta-analysis on intervention studies at primary and secondary school level. *Metacognition & Learning*, 3, 231–264.
4. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' Social and Emotional Learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
5. Elliot, S. N., Kratochwill, T. R., Cook, J. L., & Travers, J. F. (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική διδασκαλία, αποτελεσματική μάθηση* (Επιμ. Μετ. Α. Λεονταρή & Ε. Συγκολίτου). Αθήνα: Gutenberg.
6. Goldstein, S., & Brooks, R. B. (2009). *Understanding and managing children's classroom behavior*. NJ: J. Wiley.
7. Goudas, M., Kolovelonis, A., & Dermitzaki, I. (2013). Implementation of self-regulation interventions in physical education and sport contexts. Invited chapter in H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of Self-Regulated Learning across Diverse Disciplines. A tribute to Barry Zimmerman* (pp. 383-416). Charlotte, NC: Information Age Publishing.
8. Kane, J. E. (2017). *Psychological aspects of physical education and sport*. Routledge.
9. Kolovelonis, A., Goudas, M., & Dermitzaki, I., & Kitsantas, A. (2013). Self-regulated learning and performance calibration among elementary physical education students. *European Journal of Psychology of Education*, 28, 685-701.
10. Kolovelonis, A., Goudas, M., & Dermitzaki, I. (2012). The effects of self-talk and goal setting on self-regulation of learning a new motor skill in physical education. *International Journal of Sport and Exercise Psychology*, 10(3), 221-235.
11. Κωσταρίδου-Ευκλείδη, Α. (2011). *Μεταγνωστικές διεργασίες και αυτο-ρύθμιση*. Αθήνα: Πεδίο.
12. Schunck, D. H., Pintrich, P., & Meece, J. L. (2007/2010). *Τα κίνητρα στην εκπαίδευση* (επιμ. μετ. Ν. Μακρής & Δ. Πνευματικός). Αθήνα: Gutenberg.
13. Slavin, R. E. (2018). *Εκπαιδευτική ψυχολογία*. Αθήνα: Μεταίχμιο.
14. Συγκολίτου, Ε. (2006) (Επιμ. Έκδ.). *Έννοια του εαυτού και λειτουργικότητα στο σχολείο*. Θεσσαλονίκη: Εκδόσεις Κυριακίδη.
15. Χατζηρήστου, Χ. (2015). *Πρόληψη και προαγωγή της ψυχικής υγείας στο σχολείο και στην οικογένεια*. Αθήνα: Gutenberg.
16. Zimmerman, B. J., & Schunk, D. H. (Eds.) (2011). *Handbook of self-regulated learning and performance*. New York, NY: Routledge/Taylor & Francis Group.
17. Zins, J. E., et al. (2003). Facilitating success in school and in life through Social and Emotional Learning. *Perspectives in Education*, 21(4), 59-60.

Distance learning units – Special education:

1. Αγαλιώτης, Γ. (2002). Μεθοδολογικές επιλογές για τη συνεκπαίδευση παιδιών με και χωρίς ειδικές εκπαιδευτικές ανάγκες. *Παιδαγωγική Επιθεώρηση*, 33, 57-71.
2. Alevriadou, A., & Giaouri, S. (2012). Implementing Technology to Evaluate Social-Cognitive Skills of Children with Down syndrome. In A. van den Bosch & E. Dubois (Eds.), *New Developments in Down Syndrome Research* (pp. 266-280). Nova Science Publishers, Inc.
3. Αλευριάδου, Α. & Γκιαούρη, Σ. (2009). *Γενετικά σύνδρομα νοητικής καθυστέρησης: Αναπτυξιακή και Εκπαιδευτική Προσέγγιση*. Θεσσαλονίκη: University Studio Press.

4. Αλευριάδου, Α. & Γκιαούρη, Σ. (2011). *Ψυχοκοινωνική ανάπτυξη παιδιών με νοητική αναπηρία και σύνδρομο Down: Ανίχνευση δυσκολιών και προτάσεις παρέμβασης*. Κοζάνη: En-tiposis. (Πανεπιστημιακό Σύγγραμμα στην Ηλεκτρονική Βάση Εύδοξος).
5. Αλευριάδου, Α., Γκιαούρη, Σ., & Παυλίδου Κ. (2016). *Προβλήματα συμπεριφοράς σε άτομα με νοητική αναπηρία: Διαχείριση στο πλαίσιο της συμπεριληπτικής εκπαίδευσης*. Αθήνα: Πεδίο.
6. Armstrong, A.C., Armstrong, D., & Spandagou, I. (2009). *Inclusive Education: International Policy and Practice*. Sage Publications: London.
7. Κουρκούτας, Η.Ε. (2017). *Σχολική Συμβουλευτική και Παρεμβάσεις για παιδιά με διαταραχές*. Αθήνα: Πεδίο.
8. Κουτσελίνη-Ιωαννίδου, Μ. (2006). Στρατηγικές διαφοροποίησης της διδασκαλίας στη σχολική τάξη. *Παιδαγωγική Επιθεώρηση*, 41, 9-23.
9. Κουτσελίνη-Ιωαννίδου, Μ. (2008). *Επικοινωνιακή και Διαφοροποίηση Διδασκαλίας – Μάθησης σε τάξεις μικτής ικανότητας*. Λευκωσία: αυτοέκδοση.
10. Μαλικιώση - Λοϊζου, Μ., (2002). *Εφαρμογές της συμβουλευτικής ψυχολογίας σε ειδικές κοινωνικές ομάδες στο Πολεμικός, Ν., Καΐλα, Μ., & Καλαβάσης, Φ., (Επιμ.) Εκπαιδευτική, οικογενειακή και πολιτική ψυχοπαθολογία. Θέματα Ψυχοπαθολογίας σε παιδιά και εφήβους*. Τόμος Α, σελ. 342-365, Αθήνα: Άτραπος.
11. Μαλικιώση - Λοϊζου, Μ., (2010). *Η Συμβουλευτική Ψυχολογία στην Εκπαίδευση*. Από την θεωρία στη πράξη, Ελληνικά Γράμματα, Αθήνα.
12. Παντελιάδου, Σ. (2008). Διαφοροποιημένη διδασκαλία, στο Παντελιάδου Σ., Αντωνίου Φ. (2008), *Διδακτικές προσεγγίσεις και πρακτικές για μαθητές με Μαθησιακές δυσκολίες*, Βόλος: Γράφημα.
13. Παντελιάδου Σ., & Αργυρόπουλος Β. (2011). *Ειδική αγωγή: Από την έρευνα στη διδακτική πράξη*. Αθήνα: Πεδίο.
14. Παντελιάδου, Σ., & Φιλιππάτου, Δ. (2013). *Διαφοροποιημένη διδασκαλία. Θεωρητικές προσεγγίσεις & εκπαιδευτικές πρακτικές*, Αθήνα: Πεδίο.
15. Συμεωνίδου Σ., & Φτιάκα, Ε. (2012). *Εκπαίδευση για την ένταξη: Από την έρευνα στην πράξη*. Αθήνα: Πεδίο.
16. Συριοπούλου-Δελλή Χ., (2005). *Η Συμβουλευτική Ψυχολογία στην Ειδική Αγωγή*. Αθήνα: Γρηγόρη.
17. Tomlinson, C.A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development
18. Tomilson, C.A. (2004). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας*. Αθήνα: Εκδόσεις Γρηγόρη.
19. Tomlinson C. A., & Strickland, C. A. (2005). *Differentiation in Practice: a resource guide for differentiating curriculum, grades 9-12*. Alexandria, VA: ASCD.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Irini Dermitzaki (face to face, units 1-4 and 9-13) and Anastasia Alevriadou (distance learning, units 5-8)
Contact details:	E-mails idermitzaki@uth.gr , alevriadou@yahoo.com , also via e-class
Supervisors: (1)	
Evaluation methods: (2)	written assignments and exercises
Implementation Instructions: (3)	Students have to work in small groups (3-5 persons) on two different essays, one essay regarding mainstream education (45%) and one essay regarding special education (40%). The groups work under the assistance of the teaching staff. Moreover, students work on applied exercises during lectures (15%). The two essays are sent via e-class to the teaching staff. The deadline is set at the end of the first week of the exam period. The criteria of essays' assessment are presented in e-class. The final grade is the sum of the two essays' grades and the applied exercises grades.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.