Course title	Educational Strategies & Interventions				
Course code	PSY13##				
Course type	Lecture				
Level	Undergraduate				
Year / Semester	Year 3				
Teacher's name	Myrto Mavillidi				
ECTS	7.5	Lectures / week	1	Laboratories / week	0
Course purpose and objectives	The purpose of this course is to assist students comprehend how people learn, develop, and process information in educational contexts by giving them a thorough understanding of the theories and principles of educational psychology. Also, to provide students with the information and abilities they need to support the success of all learners, including those with varied learning needs and in various educational environments. This course aims to show how psychological theories and research may guide efficient teaching and learning methods. A final aim is to prepare students for employment in education, counseling, educational consulting, and similar fields where they will be in charge of creating and putting into action plans to improve learning and growth.				
Learning outcomes	The following learning outcomes are expected, where students will: 1. Be able to clearly demonstrate their mastery of educational psychology theories and how they can be used in a variety of educational contexts. 2. Examine the main theories of learning, such as behaviorism, cognitivism, constructivism, and socio-cultural theories, critically, and then apply them to educational contexts. 3. Develop your ability to evaluate students' needs and progress using a range of assessment methods and procedures. 4. Design and implement successful instructional strategies that are in line with specified learning objectives and take into account the varied requirements and backgrounds of learners is known as instructional design. 5. Develop interventions and support strategies for students with a range of skills, including those who have special needs and learning difficulties. 6. Use tactics for differentiation to build inclusive learning environments and accommodate learners of all backgrounds. 7. Address student behavior and foster a supportive learning environment, employ powerful classroom management strategies.				

	8. Apply fundamental counseling and guiding techniques to offer assistance and counsel to students who are struggling with their academics and their personal lives.
	9. Work successfully with students, parents, coworkers, and other education and counseling professionals while displaying excellent communication abilities.
	10. Exhibit knowledge of legal and ethical obligations linked to psychology and education, including matters of equity, confidentiality, and privacy.
	11. Apply ethical decision-making in educational and counseling environments to protect students' rights and overall wellbeing.
	12. Acknowledge the value of continual professional growth and make a commitment to further education in the dynamic fields of psychology and education.
	13. Create inclusive learning settings and accommodate students from various backgrounds by using differentiation strategies.
	14. Use effective classroom management techniques to handle student behavior and create a welcoming learning environment.
	15. Apply core advising and counseling approaches to provide support and guidance to students who are having difficulties in their academics and personal lives.
	16. Demonstrate outstanding communication skills when working successfully with students, parents, coworkers, and other education and counseling professionals.
	17. Conduct research and employ evidence-based practices for creating and implementing educational techniques and interventions.
Prerequisites	No	**Required**	No
Course content	The course content for Educational Strategies and Interventions will cover a wide range of topics related to educational psychology, instructional strategies, and intervention techniques, including:

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Week 1: Introduction to Educational Psychology

Week 2: Cognitive Development and Learning

Week 3: Behavioral Theories of Learning

Week 4: Social and Constructivist Theories of Learning

Week 5: Motivation and Learning

Week 6: Individual Differences and Diversity in the Classroom

Week 7: Assessment and Evaluation

Week 8: Instructional Design and Strategies

	Week 9: Classroom Management and Behavior Interventions
	Week 10: Inclusive Education and Universal Design
	Week 11: Educational Technology and Blended Learning
	Week 12: Counseling Skills and Support
	Week 13: Research in Educational Psychology
	Week 14: Professional Ethics and Legal Considerations
	Week 15: Real-World Application and Case Studies
	Week 16: Capstone Project or Final Assessment
Teaching methodology	Lecture
Bibliography	The latest peer-reviewed journal articles, reviews, and reputable online resources will be distributed by the lecturer throughout the course. Meyer, A., Rose, D. H. & Gordon D. (2014). Universal Design for Learning: Theory and Practice. CAST Publishing. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. Jossey-Bass.
Assessment	1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment and presentation (20%): Assign group research projects, case studies, or literature reviews to encourage students to delve deeper into specific topics within educational strategies and interventions. 3. Individual assignments (10%): Use practical assessments to evaluate students' skills in developing and implementing educational interventions. For example, have them design a lesson plan or create an intervention plan for a specific case. 4. Presence & Participation (10%): Students should be present and actively participate in in-class discussions.
Language	Greek