

Course Title	<b>SCHOOL PSYCHOLOGY – PSYCHOLOGY OF PHYSICAL EDUCATION</b>				
Course Code	SSSPS412-1				
Course Type	PHYSICAL EDUCATION AND SPORT SCIENCE ELECTIVE				
Level	BSc (Level 1)				
Year / Semester	4th / Spring				
Teacher's Name	Dr. Natalie Loizidou Iereidou & Elena Avraam				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose	The purpose of the course is to provide students with theoretical knowledge and teaching skills that will be used in the organization, conduct, and evaluation of physical education lessons at school, through theories and suggestions of School Psychology. In addition, the aim is to use this knowledge in problem-solving in intracurricular sports.				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the basic theoretical models of learning in the context of school psychology and their applications in physical education</li> <li>2. Describe the issues of motor and psycho-emotional development of students as well as exclusions in typical development and ways of managing some disabilities (eg motor coordination difficulties, ADHD and ASD).</li> <li>3. Analyze the psychology issues of the teacher and his effective interaction with students</li> <li>4. Appreciate the prejudices, discrimination and particularities of students in physical education lessons, understanding and valuing them.</li> <li>5. Explain the psychological effects of assessing and grading the physical education lesson at school.</li> </ol>				
Prerequisites	No	Corequisites	No		
Course Content	1. Presentation of School Psychology as a Branch of Psychology linked to the educational process				

	<ol style="list-style-type: none"> <li>2. Presentation and discussion of learning theories and their practical application, especially in relation to physical education lessons.</li> <li>3. Discussion of the typical development path and possible deviations</li> <li>4. Children with special features: Motor Disabilities, Autism Spectrum Disorder (ASD), and Attention Deficit Hyperactivity Disorder (ADHD). Discussion on definition, characteristics, causes, and treatment of children in general school and especially in physical education lessons.</li> <li>5. Behavioral, social and cognitive views on learning movements and behaviors.</li> <li>6. The contribution of physical education to the motor, cognitive, social and moral development of the child. Research results.</li> <li>7. The expectations of teachers in physical education lessons and their role in children's education.</li> <li>8. Stereotypes about the role of gender in the teaching practice of physical education lessons.</li> <li>9. Motivation, attribution of causes, self-efficacy and their handling in the teaching process of the course. Modern research data.</li> <li>10. Violence, hostility and intimidation in the teaching practice and in the school environment. Models and coping strategies in physical education class.</li> <li>11. Teaching about self-regulation, creativity and tolerance. Research data from the course of physical education.</li> <li>12. Features of effective physical education teacher.</li> <li>13. The psychosocial implications of grading systems and the new methods of valuing teaching work. Critical analysis of the modules – Summary.</li> </ol>
Teaching Methodology	<p>Lecture by the instructor (use of Power Point).</p> <p>Discussion in groups and in class plenary.</p> <p>Videos related to the topics of the course (TedTalks, Docuseries).</p> <p>Case studies (in relation to the application of learning and/or disability theories)</p> <p>Use of the University's electronic e-learning platform as a teaching aid to the course.</p>

<p>Bibliography</p>	<p>Χατζηχρήστου, Χ. Γ. (2023). <i>Σχολική Ψυχολογία</i>. Gutenberg Συλλογικός Τόμος (2018). <i>MENTORING ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΚΑΙ ΔΙΑΣΤΑΣΕΙΣ ΕΦΑΡΜΟΣΜΕΝΗΣ ΣΧΟΛΙΚΗΣ ΨΥΧΟΛΟΓΙΑΣ ΚΑΙ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ</i>. Γρηγόρη Καπάλης, Α. (2015). <i>Παιδαγωγική Ψυχολογία</i> (Ε Έκδοση). Εκδόσεις: Κυριακίδη.</p> <p>Barkoukis, V., Lazouras, L., Ourda, D., &amp; Tsorbatzoudis, H. (2016). Tackling psychosocial risk factors for adolescent cyberbullying: evidence from a school-based intervention. <i>Aggressive Behavior</i>, 42, 114-122.</p> <p>Vassilopoulos, S., Brouzos, A., Moberly, N., Tsorbatzoudis, H., &amp; Tziouma, O. (2015). Generalization of the Clark and Wells cognitive model of social anxiety to children's athletic and sporting situations. <i>British Journal of Guidance &amp; Counselling</i>, <a href="http://dx.doi.org/10.1080/03069885.2015.1057474">http://dx.doi.org/10.1080/03069885.2015.1057474</a> Parisi, I., Mouratidou, K., Koidou, E., Tsorbatzoudis, H., &amp; Karamavrou, S. (2015). Effects of motivational climate, type of school and gender on students' moral competences in their daily life and physical education. <i>Trends in Sport Science</i>, 1(22), 39-46.</p> <p>Mouratidis, A., Barkoukis, B., &amp; Tsorbatzoudis, H. (2014). The Relation between balanced need satisfaction and adolescents' motivation in physical education. <i>European Physical Education Review</i>, doi: 10.1177/1356336X15577222</p>
<p>Assessment</p>	<p><b>Continuous evaluation (50%):</b> The assessment may include any combination of the following:</p> <p><b>Written examination (20%)</b> on learning theories and treatment of children with special needs. The questions ensure that students demonstrate a deep understanding of the subject and apply their knowledge to problem-solving or scenario analysis.</p> <p><b>Written individual work (30%)</b> on teachers' expectations or a theoretical model that can be applied to physical education lessons, or work on teachers' motivation or the psychological effects of assessing and grading physical education course contents at school.</p> <p><b>Final exam (50%):</b> Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and</p>



	learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.
Language	Greek / English