

<b>Course title</b>	<b>Applied Educational Psychology</b>				
<b>Course code</b>	<b>PSY4703</b>				
<b>Course type</b>	Elective				
<b>Level</b>	Bachelors				
<b>Year / Semester</b>	Year 4/ 7 <sup>th</sup> Semester				
<b>Teacher's name</b>	Dr Annita Venturis				
<b>ECTS</b>	6	<b>Lectures / week</b>	3hrs	<b>Laboratories / week</b>	
<b>Course purpose and objectives</b>	<p>This advanced course deepens students' theoretical and applied understanding of educational psychology, with strong emphasis on contemporary issues shaping education today. The course explores neurodiversity, culturally responsive pedagogy, digital learning environments and AI, trauma-informed practice and mental health promotion. Students engage critically with social-emotional learning (SEL) frameworks, technology-based interventions, and inclusive, evidence-based approaches to supporting diverse learners.</p>				
<b>Learning outcomes</b>	<p>On successful completion of the course and with further independent study, students will be able to:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Critically evaluate contemporary issues in educational psychology such as post-pandemic learning challenges and emerging digital/AI-enhanced learning environments, drawing on current research</li> <li>2. Synthesize advanced theoretical and empirical knowledge on inclusive, trauma-informed, and culturally responsive educational practices, including supports for neurodivergent learners.</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>3. Apply specialist psychological theory (e.g., SEL frameworks, neurodevelopment, digital behaviour) to analyse and evaluate learning environments, teaching practices, and wellbeing initiatives.</li> </ol> <p><b>Transferable Skills</b></p>				

	<p>5. Design an evidence-based, inclusive intervention or wellbeing programme.</p> <p>6. Communicate complex psychological concepts and applied recommendations clearly and professionally in written and oral format.</p>	
<b>Prerequisites</b>	<b>Required</b>	none
<b>Course content</b>	<p>Indicative Content</p> <ul style="list-style-type: none"> <li>• Contemporary Issues in Educational Psychology (e.g. Post-pandemic learning and equity challenges)</li> <li>• Inclusive and trauma informed practices Education (e.g. Supporting neurodivergent students (ADHD, autism, dyslexia, DLD etc.); Culturally Responsive Pedagogy; Instructional practices for traumatised learners )</li> <li>• Social-Emotional Learning (SEL) Frameworks (e.g. CASEL 5 competencies; integration of SEL)</li> <li>• Digital Learning Environments &amp; AI Enhanced Environments (online &amp; blended learning; AI-driven personalised learning; Digital wellbeing)</li> <li>• School Wellbeing and Mental Health Promotion (e.g. Prevention and early intervention models; Links between SEL, mental health, and academic success)</li> <li>• Psychoeducational Assessment &amp; Case Formulation (e.g. Integrating trauma, environment, neurodiversity, and culture into formulation; Collaborative problem-solving with educators and families)</li> <li>• Applied Capstone Project <ul style="list-style-type: none"> <li>○ Design of an inclusive, evidence-based intervention or wellbeing initiative</li> </ul> </li> </ul>	
<b>Teaching methodology</b>	Teaching will consist of lectures, in-class discussions, case studies and quizzes designed to assess understanding and provide opportunities for formative feedback. Teaching will be supported by online materials and additional readings	
<b>Bibliography</b>	<p><b>Core Text:</b></p> <p>Woolfolk, A. (2025). <i>Educational psychology: Active learning edition</i> (15th ed., Global ed.).</p> <p>Ormrod, J. E., Anderman, E. M., &amp; Anderman, L. H. (2017). <i>Educational psychology: Developing learners</i> (9th ed., Global ed.). Pearson.</p> <p><b>Further reading:</b></p>	

	<p>Ayala-Pazmiño, Mario. (2023). Artificial Intelligence in Education: Exploring the Potential Benefits and Risks. 593 Digital Publisher CEIT. 8. 892-899. 10.33386/593dp.2023.3.1827.</p> <p>Vieriu, A. M., &amp; Petrea, G. (2025). The Impact of Artificial Intelligence (AI) on Students' Academic Development. <i>Education Sciences</i>, 15(3), 343. <a href="https://doi.org/10.3390/educsci15030343">https://doi.org/10.3390/educsci15030343</a></p> <p>Stokes, H. (2022, June). Leading trauma-informed education practice as an instructional model for teaching and learning. In <i>Frontiers in education</i> (Vol. 7, p. 911328). Frontiers Media SA.</p> <p>A reading list will accompany each lecture, highlighting relevant articles accessible through the library, as well as open-access and e-learning resources.</p>						
<b>Assessment</b>	<table border="0"> <tr> <td>Attendance and participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Group Presentation</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Final Project (intervention plan)</td> <td style="text-align: right;">60%</td> </tr> </table>	Attendance and participation	10%	Group Presentation	30%	Final Project (intervention plan)	60%
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<b>Language</b>	English						