# Module description

<table>
<thead>
<tr>
<th><strong>Module title</strong></th>
<th>PSYCH-MA-PFM-10: Applied training research in educational settings</th>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>Educational Psychology</td>
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<tr>
<td><strong>Associated degree</strong></td>
<td>Master of Science (M.Sc.)</td>
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| **Module coordinator** | Prof. Dr. Joachim C. Brunstein  
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Dr. Vanessa Völlinger  
Vanessa.Völlinger@psychol.uni-giessen.de |
| **Frequency and duration** | Winter and summer  
(2 semester course, 1.5h per week)                                                                |
| **Language of instruction** | German                                                                                     |
| **Examination** | Presentations, essays, reports or tests                                                          |
| **ECTS** | 10 (for full 2 semester module; partial module = 5)                                                |
| **Prerequisites** | Attendance in the module PSYCH-MA-AM-02  
„Educational/Psychological Intervention Research“                                                 |
| **Learning outcomes** | Students will  
• learn to critically assess training methods and development approaches in terms of theoretical foundations, empirical support, and practical value  
• gain in-depth knowledge of standardised training methods in the areas of education and upbringing  
• learn instruction and discussion methods for teaching cognitive, motivational, and social skills  
• gain practical knowledge regarding the indication, planning, and implementation of diagnostic methods in the context of support measures  
• learn to apply knowledge of processes and methods for intervention to analyses of specific incidents  
• attempt to put training measures into practice  
• gain the ability to communicate scientific findings in discussions with clinically-oriented groups |
| **Module content** | • Composition of an evidence-based report on the effectiveness of certain training methods  
• Evidence-based planning of intervention measures for improving cognitive, social, and motivational skills |
• Practical work in educational psychology diagnostics and support planning with an eye toward the intersections of theory and practice
• Practical execution of educational psychology training measures
• Case discussions (diagnostics, evidence-based support planning, implementation, and, where applicable, evaluation)
• Composition of a report on assistance progress
• Desiderata of educational psychology training research from the perspective of research and practice (research gaps, questions of the theory-practice relationship)