

**Module description**

<b>Module title</b>	PSYCH-MA-PFM-10: Applied training research in educational settings
<b>Subject</b>	Educational Psychology
<b>Associated degree</b>	Master of Science (M.Sc.)
<b>Module coordinator</b>	Prof. Dr. Joachim C. Brunstein Joachim.C.Brunstein@psychol.uni-giessen.de Dr. Vanessa Völlinger Vanessa.Völlinger@psychol.uni-giessen.de
<b>Frequency and duration</b>	Winter and summer (2 semester course, 1.5h per week)
<b>Language of instruction</b>	German
<b>Examination</b>	Presentations, essays, reports or tests
<b>ECTS</b>	10 (for full 2 semester module; partial module = 5)
<b>Prerequisites</b>	Attendance in the module PSYCH-MA-AM-02 „Educational/Psychological Intervention Research“
<b>Learning outcomes</b>	Students will <ul style="list-style-type: none"> <li>• learn to critically assess training methods and development approaches in terms of theoretical foundations, empirical support, and practical value</li> <li>• gain in-depth knowledge of standardised training methods in the areas of education and upbringing</li> <li>• learn instruction and discussion methods for teaching cognitive, motivational, and social skills</li> <li>• gain practical knowledge regarding the indication, planning, and implementation of diagnostic methods in the context of support measures</li> <li>• learn to apply knowledge of processes and methods for intervention to analyses of specific incidents</li> <li>• attempt to put training measures into practice</li> <li>• gain the ability to communicate scientific findings in discussions with clinically-oriented groups</li> </ul>
<b>Module content</b>	<ul style="list-style-type: none"> <li>• Composition of an evidence-based report on the effectiveness of certain training methods</li> <li>• Evidence-based planning of intervention measures for improving cognitive, social, and motivational skills</li> </ul>

	<ul style="list-style-type: none"><li>• Practical work in educational psychology diagnostics and support planning with an eye toward the intersections of theory and practice</li><li>• Practical execution of educational psychology training measures</li><li>• Case discussions (diagnostics, evidence-based support planning, implementation, and, where applicable, evaluation)</li><li>• Composition of a report on assistance progress</li><li>• Desiderata of educational psychology training research from the perspective of research and practice (research gaps, questions of the theory-practice relationship)</li></ul>
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