

## MODULE SPECIFICATION FORM

Module Title: <b>Introduction to the Psychology of Education (Learning Theories)</b>	Level: 4	Credit Value: 20
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Module code: EDP419	Cost Centre: GAEC	JACS3 code: X 300
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Semester(s) in which to be offered: 1/2	With effect from: September 2016
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<b>Office use only:</b> To be completed by AQSU:	Date approved: Sept 2015
	Date revised: July 2016 (updated to include BSc Chemistry with Education)
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: Judith Dalton-Morris
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Module duration (total hours): 200 Scheduled learning & teaching hours: 40 Independent study hours: 140 Placement hours: 20	Status: core/option/elective (identify programme where appropriate): Core
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Programme(s) in which to be offered: BA (Hons) Education (Additional Learning Needs/Special Educational Needs) BA (Hons) Education (Counselling Skills and Psychology) BSc (Hons) Chemistry with Education	Pre-requisites per programme (between levels): None
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## Module Aims

To enable students to:

- Develop a critical understanding of the psychology of education and learning theories (pedagogy);
- Identify factors which contribute to the diversity of groups of learners and how these factors influence learning;
- Understand the personal and practical skills required for managing the learning and teaching process;
- Select appropriate learning, teaching and assessment strategies and put into practice some of these concepts in a short micro-teaching experience.

## Expected Learning Outcomes:

At the end of this module, students should be able to: Knowledge and Understanding:

1. Identify the factors that influence the psychology of education and learning and critique the learning theories which support these.
2. Evaluate the differences and dynamics of groups of learners, explaining how teaching and assessment strategies employed support the learning process.
3. Understand the necessary personal and practical skills for managing the learning and teaching process.
4. Observe, reflect and evaluate their own and others' teaching practice.

## Assessment:

A micro-teaching session of 20 minutes duration to a group of their peers, with accompanying file of evidence (1,500 words) containing: rationale, lesson plan, resources/materials, justification of teaching methods, critical evaluation of own session and critical evaluation of the teaching of peers and the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (eg, if exam or presentation)	Word count (or equivalent if appropriate)
1	1-4	Practical	100%	20 minutes	1500

## Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences and observations of the participants. This will include a blend of lectures, workshops, individual & group work, directed self-study, tutorials and activities to encourage reflection and evaluation. The use of the VLE (Virtual Learning Environment) is encouraged through interactive activities, forums and discussion groups. Learning will also be facilitated by using 20-minute micro-teaching sessions designed to encourage the application of theory to practice.

During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

### **Syllabus outline:**

- The nature of how learners learn
- Developmental issues
- Cognitive and affective approaches
- Learner differences and diversities
- Learning theories underpinning current teaching and learning practice including experiential learning (Kolb), andragogy (Knowles), hierarchy of needs (Maslow), taxonomies (Bloom)
- Influence and impact of teaching styles, learning styles and multiple intelligence theories;
- Learning and teaching strategies
- Learning and teaching qualities
- Including all learners
- Assessment of and for learning
- Individual aspects of good educational practice
- Setting up the learning experience
- Planning and preparing a learning session
- Selection and preparation of resources
- Managing groups
- Reflective practice
- Micro-teaching sessions

### **Bibliography:**

#### Essential reading:

Department for Children, Education, Lifelong Learning and Skills, (2008), Learning and Teaching Pedagogy. Cardiff: Welsh Assembly Government.

Lindon, J. (2005), Understanding Children and young People: Development from 5 – 18 years. London: Hodder and Arnold.

Pound, L. and Hughes, C. (2008), How Children Learn. London: Step Forward Publishing Ltd.

#### Other indicative reading:

Arthur, J., Grainger, T and Wray, D. (eds), (2006), Learning to Teach in the Primary School. Oxon: Routledge.

Bentham, S. (2011), A Teaching Assistant's Guide to Child Development and Psychology in the Classroom. London: Routledge.

Blakemore, S. and Frith, U. (2005), The Learning Brain: Lessons for Education. Oxford: Blackwell Publishing.

Brookfield, S. and Preskill, S. (2005), Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms. Second Edition. San Francisco: Jossey-Bass.

Call, N. and Featherstone, S. (2003), *The Thinking Child: Brain-Based Learning for the Foundation Stage*. Stafford: Network Educational.

Claxton, G. (2002), *Building Learning Power*. Bristol: TLO.

Department for Children, Education, Lifelong Learning and Skills, (2008), *Making the Most of Learning: Implementing the Revised Curriculum*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills, (2008), *Play and Active Learning*. Cardiff: Welsh Assembly Government.

Doherty, J. and Hughes, M. (2009), *Child Development: Theory and Practice 0 – 11*. Harlow: Pearson Longman.

Gilbert, I. (2002), *Essential Motivation in the Classroom*. London: Routledge

Gravells, A. (2009), *Principles and Practice of Assessment*. Exeter: Learning Matters Ltd.

Kim, Y. And Baylor, A.L. (2006). A Social-Cognitive Framework for Pedagogical Agents as Learning Companions. *Educational Technology Research and Development*, 54(6), 569-596.

Moyles, J. (ed.) (2007), *Beginning Teaching, Beginning Learning*. Third Edition. Maidenhead: Open University Press.

Petty, G. (2009), *Teaching Today: A Practical Guide*. Fourth Edition. Cheltenham: Nelson Thornes Ltd.

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Pritchard, A. (2008), *Ways of Learning: Learning Theories and Learning Styles in the Classroom*. London: David Fulton.

Willan, J., Parker-Rees, R. and Savage, J. (eds) (2007), *Early Childhood Studies: An Introduction to the Study of Children's Worlds and Children's Lives*. Exeter: Learning Matters.  
Woolard, J. (2010), *Psychology in the Classroom: Behaviourism*. London: Routledge.

#### Web based sources

<http://www.brookes.ac.uk/services/ocslid/resources/theories.html>

<http://www.infed.org/biblio/b-learn.htm>

<http://hwb.wales.gov.uk/Pages/welcome.htm/>