

H6TL: Theories of Learning

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| Module Code: | H6TL |
| Long Title | Theories of Learning APPROVED |
| Title | Theories of Learning |
| Module Level: | LEVEL 6 |
| EQF Level: | 5 |
| EHEA Level: | Short Cycle |
| Credits: | 5 |
| Module Coordinator: | |
| Module Author: | Leo Casey |
| Departments: | NCI Learning & Teaching |
| Specifications of the qualifications and experience required of staff | |
| Learning Outcomes | |
| <i>On successful completion of this module the learner will be able to:</i> | |
| # | Learning Outcome Description |
| LO1 | Exhibit an awareness of the basic assumptions, concepts and principles of each major theory of learning |
| LO2 | Compare and contrast each learning theory and their usefulness in various early childhood and adult learning/development settings |
| LO3 | Reflect on the possible implications for learning theories on their own personal development |
| Dependencies | |
| Module Recommendations | |
| No recommendations listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Entry requirements | |

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| Module Content & Assessment | | | |
|--|-----------------|---------------------------|--------|
| Indicative Content | | | |
| Introduction historical overview; current views on learning and behaviour. | | | |
| Behaviourist theories of learning behaviourist approaches to learning; classical and operant conditioning, reinforcement, applied behaviour analysis. • Learning new behaviours and maintaining them • Behaviourism and education • Examples of behaviourism in early childhood and adult learning environments • Applied Behavioural Analysis (ABA) | | | |
| Cognitive Developmental theories of learning Learning as experience; constructivism; activity and dialogical process; Problem Based Learning (PBL); constructivism; social constructivism; Zone of Proximal Development; | | | |
| Cognitive processing theories of learning Information processing, memory systems; symbol manipulation, Schema, schemata, chunking, novice/expert, information mapping, mental models. | | | |
| Contemporary theories comprehensive theory of learning; Situated Learning; Communities of Practice; emotional, social and societal dimensions of learning. | | | |
| Assessment Breakdown | | | % |
| Coursework | | | 40.00% |
| End of Module Assessment | | | 60.00% |
| Assessments | | | |
| Full Time | | | |
| Coursework | | | |
| Assessment Type: | Assignment | % of total: | 40 |
| Assessment Date: | n/a | Outcome addressed: | 2,3 |
| Non-Marked: | No | | |
| Assessment Description: Learners will be asked to compare and contrast theories of learning. This type of continuous assessment will encourage students to research the theories so as to develop an understanding of their strengths and limitations. learners' will also be expected to illustrate the value of these theories in relation to their own understanding of learning. | | | |
| End of Module Assessment | | | |
| Assessment Type: | Terminal Exam | % of total: | 60 |
| Assessment Date: | End-of-Semester | Outcome addressed: | 1,2,3 |
| Non-Marked: | No | | |
| Assessment Description: The end of semester exam paper consists of essay type questions and short questions on the material covered in lectures, tutorials, discussions and group exercises carried out by learners during the module. | | | |
| No Workplace Assessment | | | |
| Reassessment Requirement | | | |
| Repeat failed items <i>The student must repeat any item failed</i> | | | |

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| Module Workload | | | | |
|--------------------------------------|----------------------|-------|-------------------|---------------------------------|
| Module Target Workload Hours 0 Hours | | | | |
| Workload: Part Time | | | | |
| Workload Type | Workload Description | Hours | Frequency | Average Weekly Learner Workload |
| Lecture | No Description | 2 | Once per semester | 0.17 |
| Independent Learning | No Description | 8.5 | Once per semester | 0.71 |
| Total Weekly Contact Hours | | | | 0.17 |

| Module Resources | |
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| <i>Recommended Book Resources</i> | |
| <p>Knud Illeris. (2009), Contemporary Theories of Learning: Learning Theorists ... In Their Own Words, Routledge, [ISBN: 1135226326].</p> <p>Brookfield, S.. (2009), On being taught. In P. Jarvis (Ed.), The Routledge international handbook of lifelong learning, Routledge., Oxford.</p> <p>Colette Gray, Sean MacBlain. (2012), Learning Theories in Childhood, SAGE, 2012, p.184, [ISBN: 1446258211].</p> <p>Driscoll, M.. (2005), Psychology of Learning for Instruction, 3rd. Allyn & Bacon., New York.</p> <p>Margaret Gredler. (2009), Learning and instruction, Merrill Pearson, Upper Saddle River, N.J., [ISBN: 0131591231].</p> | |
| <i>Supplementary Book Resources</i> | |
| <p>Knud Illeris. (2010), The Fundamentals of Workplace Learning: Understanding How People Learn in Working Life, Routledge, [ISBN: 1136864083].</p> | |
| <i>Recommended Article/Paper Resources</i> | |
| <p>Journal of Learning Sciences.</p> <p>Learning and Instruction.</p> | |
| <i>This module does not have any other resources</i> | |
| Discussion Note: | |