

**Module Outline**

Part 1- as validated

1.	<b>Title</b>	<b>Learning and Psychological Perspectives</b>
2.	<b>Level *</b>	<b>5</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

\* *Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6  
PG (Masters) = 7*

**5. Brief Description of Module (purpose, principal aims and objectives)**

Learning is one of the most important activities in which humans engage and is at the very core of the educational process. For thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavours. This module will provide insight into the historical and contemporary influences, which have shaped perspectives on how we learn and consequently, how we educate.

Throughout, students will work independently and in groups to understand the diversity of learner and learning contexts. Students will make connections between their knowledge of learning and teaching in the classroom and beyond.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1. Analyse theories, principles and models of learning.
2. Evaluate how theories can be used to inform classroom teaching and the impact on learning.
3. Compare the similarities and differences between learning theories.

**Generic Learning Outcomes**

4. Knowledge of the main methods of enquiry in the subject(s).
5. Effectively communicate information, arguments and analysis in a variety of forms effectively.

**7. Assessment**

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

**Pass on aggregate**

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### Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Patch Work Assessment	100%	Yes	3,000 words	All	3 patches and synthesis. See below.

### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will submit three patches and synthesis which will be peer assessed across the module before final submission.

In each patch, students will explore the nature of a specific learning theory or perspective of their choice (LO1); discuss how it is applied within education and evaluate the effectiveness of this (LO2); and consider the issues associated with the learning theory (LO2).

A final synthesis will be incorporated that discusses the similarities and differences between the theories that have been presented; and consider how these can be applied collectively in the classroom (LO3).

### 8. Summary of Pre and / or Co Requisite Requirements

None

### 9. For use on following programmes

Dip HE in Education  
BA (Hons) in Education

### Module Specification

Part 2- to be reviewed annually

1.	Module Leader	TBA
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2.	Indicative Content	<ul style="list-style-type: none"> <li>- Defining learning.</li> <li>- Assessing learning.</li> <li>- Role and contribution of psychology in education.</li> <li>- Behaviourist approaches to teaching and learning.</li> <li>- Cognitive approaches to teaching and learning.</li> <li>- Constructivist and Social Constructivist approaches to teaching and learning.</li> <li>- Humanist approaches to teaching and learning.</li> <li>- Connectivist approaches to teaching and learning.</li> <li>- Communities of practice beyond the classroom.</li> <li>- Individual differences and socio-economic contextual influences in educational performance.</li> <li>- Motivation and learning.</li> <li>- Synthesising learning theories collectively.</li> </ul>
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3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					
If the Delivery Method is <b>Classroom Based</b> please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lectures	36	Taught contact time	LOs 1-5	
2	Independent Study	164			
	<b>Total Hours</b>	<b>200</b>			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery				Each student receives two 20 minutes academic tutorials per module.	

4. Learning Resources	
<i>To include contextualised Reading List.</i>	
<b>Highly Recommended:</b>	
Bates, B. (2015) <i>Learning Theories Simplified</i> . London: Sage Publications	
Child, D. (2007) <i>Psychology and the Teacher</i> , 8 <sup>th</sup> edition. London: Continuum	
Hattie, J. (2013) <i>Visible Learning and the Science of How We Learn</i> . Abingdon: Routledge	
<b>Recommended:</b>	
Aubrey, K. (2015) <i>Understanding and Using Educational Theories</i> . London: Sage	
Illeris, K. (2018) <i>Contemporary Theories of Learning: learning theorists in their own words</i> , 2 <sup>nd</sup> edition. Abingdon: Routledge	
Gould, J. (2009) <i>Learning Theory and Classroom Practice in the Lifelong Learning Sector</i> . Exeter: Learning Matters	
Pound, L. (2014) <i>How Children Learning: educational theories and approaches – from Comenius the father of modern education to giants such as Piaget, Vygotsky and Malaguzzi</i> . London: Practical Pre-School	
<b>Journals:</b>	
<a href="#">Educational Psychologist</a>	
<a href="#">Educational Psychology Review</a>	
<b>Website:</b>	
The British Psychological Society: <a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a>	