
Module Specifications: *School of Education*

Module Title:	Education studies (2) - How we learn
Module Code:	BAED02I
Level:	5
Credits:	15

Module Description:

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. Various theories of learning have been suggested, and these theories differ for a variety of reasons. The module enables students to understand key theories, principles and applications of learning. The knowledge base features contemporary theories involving new and emerging technologies.

Indicative Content:

- Principles and theories of learning
 - Different paradigms including: behaviourism, Cognitivism, Social constructivism, Humanistic learning, Constructivism
 - Descriptive and meta theories – Bloom's Taxonomy
 - Reflective theories
 - Media and technology theories
 - International research
 - Neuroscience
 - Memory
 - Teach/learning when English is a Second/Other Language
 - Factors affecting learning
 - Promoting inclusive practice and differentiation
 - Conditioning theories and behaviour management (Pavlov, etc)
 - Learning schemata and self-discovery (Anderson and Barlett)
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Learning and Teaching Methods:

The teaching and learning strategies for this module will comprise of tutor input with the aid of ICT resources including flipped classroom scenarios, use of social media, video clips to evaluate, case studies, lecture handouts followed by some group discussion or individual reflection with whole class feedback/ peer assessment. Independent student study.

Module Specifications: School of Education

Specific Learning Resources:

Bibliography

Highly Recommended

- Bates, B. (2015) *Learning Theories Simplified*, London: Sage Publications
- Hattie, J. (2013) *Visible Learning and the Science of How We Learn*, Abingdon: Routledge
- Beetham, H. and Sharpe, R. (2013) *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning*, 2nd Ed., New York: Routledge

Recommended

- Ainley, P and Allen, M. (2010) *Lost generation? New Strategies for Youth and Education*, London: Continuum
- Aubrey, K. (2015) *Understanding and Using Educational Theories*, London: Sage
- Gould, J. (2009) *Learning Theory and Classroom Practice in the Lifelong Learning Sector*, Exeter: Learning Matters.
- Wheeler, S. (2015) *Learning with E's: Educational Theory and Practice in the Digital Age*, Crown House Publishing
- Child, D. (2007) *Psychology and the Teacher*, 8th Edition, London: Continuum.

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

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| LO 1 | Analyse theories, principles and models of learning |
| LO 2 | Evaluate how theories can be used to inform classroom teaching and impact on learning |
| LO 3 | Evaluate how internet, communications technology theories can promote learning |
| LO 4 | Examine potential barriers to learning and how to overcome them |

Assessment Title or element

3,000 word portfolio on an anonymised group of six students (approx. 500 words each) describing a range of learning needs and methods to combat them to allow for maximum progress

Information correct at point of publication.