

Course Outline 2018
EDUC 121/121G: HOW PEOPLE LEARN (15 POINTS)
Semester Two (1185)

Course Prescription

Focuses on learning in formal and informal settings and addresses such questions as: why do some things seem easier to learn than others, why do we forget things we once knew, why do some people learn faster or better than others? It also examines the nature of intelligence and how to help personal learning or the learning of others.

Programme and Course Advice

Restriction: EDUC 111, EDUC 117

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. Understand key theories of learning and be able to define key terms and principles.
2. Be able to describe how key cognitive, behavioural, social and situational factors enhance or hinder learning.
3. Be able to describe how they learn best and be able to identify ways of improving their own learning

Learning and Teaching

The course is taught in a two-hour weekly lecture and a one-hour weekly tutorial.

Teaching Staff

Associate Professor Richard Hamilton, Faculty of Education & Social Work

Learning Resources

The textbook for the course is Human Learning, Global Edition (7th Edition), J.E. Ormrod.

Other readings include:

Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness in Educational Research Review Article - by Baeten, Marlies; Kyndt, Eva; Struyven, Katrien; Dochy, Filip - 2010-1

Conceptions of learning and knowledge in higher education: Relationships with study behaviour and influences of learning environments in International Journal of Educational Research Article - by Entwistle, Noel J.; Peterson, Elizabeth R. - 2004-1

Assessment

Assessment Type	Weighting
Assignment One (Scenario)	25%
In class multiple choice test	25%
Examination	50%
Total	100%

Students must achieve at least 50% of the total marks awarded.

Details on the assessments are as follows:

An essay test covering lectures and assigned readings from sessions one through four which focus on the cognitive perspective on learning and the information processing model. This assessment will focus on specific learning issues or difficulties that university students often have to deal with during their time at university. You will be asked to explain what is responsible for the learning issue or difficulty by referencing and applying the information processing model/theory, principles, and research presented in lectures and assigned readings.

You will also be asked to identify relevant strategies, drawn from the assigned readings and lectures, you would recommend to deal with this situation if one were faced with this difficult learning situation in the future. You need to discuss why the strategies you have chosen would address the issue or difficulty by linking it to relevant theory and principles.

Criteria for assessment:

- Demonstrates an in-depth understanding of the relevant elements of cognitive and information processing models, principles, and
- strategies related to learning.
- Demonstrates an ability to apply these understandings to an analysis of a learning situation and suggestions for change.
- Fluent and coherent writing

A 60-minute multiple-choice test (50 questions) covering lectures and assigned readings from sessions one through eight.

Criteria for assessment:

- Demonstrates an in-depth understanding of information presented in class and in the readings.
- Identifies correct answers for the multiple-choice questions.

A two hour exam which includes multiple-choice and short essay questions covering all lectures and assigned readings.

Criteria for assessment:

- Demonstrates an in-depth understanding of information presented in class and in the readings.
- Identifies correct answers for the multiple-choice questions.
- Fluent and coherent writing of answers to short essay questions.