

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: PSYCHOLOGY OF LEARNING

CODE NO.: PSY 118-3 SEMESTER: FALL

PROGRAM: TEACHER AIDE

AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: SEPTEMBER 19 9 3 PREVIOUS OUTLINE DATED: JANUARY 19 91

APPROVED:

NADEAN KOCH; DEAN, SCHOOL OF DATE
ARTS AND GENERAL EDUCATION

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COURSE DESCRIPTION

Students will study various major psychological theories of human learning as well as the concepts and principles of attention, motivation, perception, instruction and memory processes. The application of learning theories, to both the understanding and facilitation of learning, will be emphasized.

COURSE GOALS

1. To develop an understanding of the scientific method and the roles and functions of observation, experimentation and theory, as they relate to studying human learning.
2. To develop an understanding of major theories of human motivation, perception, memory, cognition, learning and intellectual development.
3. To develop an understanding of how learning theory principles can be applied to understanding and facilitating learning and instruction.

COURSE OBJECTIVES

To be able to critically discuss and demonstrate, through oral and written responses, an understanding of:

1. The scientific method and the roles and functions of observation, experimentation and theory, as they relate to studying human learning.
2. The major theories of human motivation, perception, memory, cognition, learning and intellectual development.
3. How learning theory concepts and principles can be applied to further our understanding of learning processes and enhance our abilities to facilitate learning and instruction.

METHODOLOGY

Student learning will be facilitated by lectures, demonstrations, role plays, student research projects, and audio-visual presentations.

TEXTBOOK

Essentials of Learning for Instruction, 2nd Ed., by R.M. Gagne and M.P. Driscoll, Prentice-Hall, 1988.

NOTE: Additional readings and/or viewings of audio-visual materials will be assigned during the course of the discretion of the instructor.

SYLLABUS

NOTE: Assigned readings from Gagne text and related information presented during classes.

<u>Topics</u>	<u>Section I</u>
	- introduction to the course and review of course outline - study skill, memory processes and strategies to improve retrieval and recall - learning styles theory and application
Chapter #1	- introduction to learning theory - the scientific method and the roles of theory and observations
Chapter #2	- the processes of learning - motivation, attention, selective perception, memory and retrieval - learning in relation to instruction
Test #1	- date - T.B.A. (approximately at one third point in the semester) - covers <u>all</u> Section 1 assigned readings and information presented in class

<u>Topics</u>	<u>Section 2</u>
Chapter #3	- learning outcomes; verbal information, intellectual skills, concept learning, cognitive strategies and attitudes
Chapter #4	- the "ARCS model" (attention, relevance, confidence and satisfaction) of learner motivation
Chapter #5	- conditions for learning and instruction - categorizing learning outcomes - verbal and intellectual skills, cognitive strategies and attitudes
Test #2	- date - T.B.A. (approximately two thirds point in the semester) - covers <u>all</u> Section 2 assigned readings and information presented in class

Topics - Section 3

- Chapter #6 - planning instruction, courses and lessons
- facilitating self-instruction and learning
- Chapter #7 - learner strategies for internal information processing
and motivation - teaching learner strategies
- Chapter #8 - delivering instruction to classes and individuals
- using audio and visual media
- Test #3 - date - T.B.A. (approximately at end of the semester)
- covers all Section 3 assigned readings and information
presented in class

STUDENT RESEARCH PROJECT

Guidelines for the project, on any topic within the scope of the course, will be presented and discussed in class. Topics will be chosen in consultation with and subject to the approval of the instructor.

NOTE: Course assigned readings assignments and the evaluation system may be modified at the discretion of the instructor. The exact dates of tests referred to in the above "SYLLABUS" section will be announced in class.

EVALUATION

Students will be responsible for class attendance and participation in all areas of the course as outlined and for all assigned readings, assignments and tests as requested.

Test #1	25%
Test #2	25%
Test #3	25%
Research Project	<u>25%</u>
TOTAL	100%

A grade of A+, A, B, C, or R, will be awarded upon completion of the course, in accordance with the grading policy of Sault College.

A+	90 -•	100%
A	80 -	89%
B	70 -	79%
C	60 -	69%
R	=	below 60% (repeat course)

NOTE: Students unable to write tests as regularly scheduled must:
1) notify the instructor as soon as possible to make alternative testing arrangements 2) be prepared to document (i.e. physician's note) their need for special arrangements.