COURSE OUTLINE

COURSE TITLE: Psychology of Learning

PSY 118-3

CODE NO.: Teacher Aide

PROGRAM: Two

SEMESTER: January 1991

DATE: Tiit Tammik, Room E469, Ext. 540

AUTHOR: 

New: Revised: X

Approved: \( n \)

Dean

Date 4//tf/o?
PSYCHOLOGY OF LEARNING
Course Name

COURSE DESCRIPTION
A survey of 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.

TEXT
ESSENTIALS OF LEARNING FOR INSTRUCTION, 2ND ED.

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

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

Topics - Section I
introduction to the course and review of course outline
study skill, memory processes and strategies to improve retrieval and recall

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 (approximately mid-February) covers all Section #1 assigned readings and information presented in class)

Topics - Section 2

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 (approximately mid-March) covers all 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 (approximately mid-December) 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.

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<td>Test #2</td>
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<td>Test #3</td>
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<td>Research Project</td>
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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)