

## 6.5 Module 5 Psychology of Teaching and Learning

### 6.5.1 Headline information about the module

<b>Module title</b>	Psychology of Teaching and Learning
<b>Module NFQ level</b>	8
<b>Module number/reference</b>	5
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	Higher Diploma in Arts in Drama Education (HDDE)
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Part-time
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Applicants are required to have successfully completed a degree at NFQ level 8. Learners are additionally required to have completed Grade 10 examinations in speech and drama either with the college's Leinster School of Music and Drama or with another nationally or internationally accredited examination body. Mature applicants with equivalent professional experience may also apply for consideration. All applicants are met in advance of their enrolment by the programme team to ensure the suitability of the programme to the learners' needs.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	Preparing the Performer, The Creative Process, Pedagogy and Teaching Placement, Professional Practice, Application of the Creative Process.
<b>Is this a capstone module? (Yes or No)</b>	N/A
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Lecturers are expected to hold at least a level 8 qualification, preferably with an educational and/or performance background. Guest lecturers are expected to have a high level of industry experience. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College
<b>Maximum number of learners per centre</b>	20
<b>Duration of the module</b>	12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	1.5

<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture room with moveable furniture to facilitate practical based lectures, with internet access and digital projector.
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<b>Analysis of required learning effort</b>		
<b>*Effort while in contact with staff</b>	<b>Minimum ratio teacher / learner</b>	<b>Hours</b>
Classroom and demonstrations	1:5	18
Monitoring and small-group teaching		
Other (specify)		
<b>Independent Learning</b>		
Directed e-learning (hours)		
Independent Learning (hours)		107
Other hours (specify)		
Work-based learning hours of learning effort		
<b>Total Effort (hours)</b>		125

<b>Allocation of marks (within the module)</b>					
	<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>
<b>Percentage contribution</b>	100				100%

### 6.5.2 Module aims and objectives

Learners are able to design effective classes for their 'learners in a context' informed by the main theories of learning and understanding different approaches to learner motivation. Learners can format classes informed by understanding the human limits of attention, perception and memory. Learners can structure lesson development through informed application of instructional design theories.

### 6.5.3 Minimum intended module learning outcomes

On successful completion of this module, learners can:

- (i) Create learning interventions informed by the limits of human cognition through understanding the psychological building blocks of learning.
- (ii) Through understanding, and ability to synthesise, the three main theories of learning create informed and effective learning approaches to suit their learners in context
- (iii) create meaningful, engaging classes for their learners that optimise their outcomes informed by relevant aspects of motivation
- (iv) structure their approach to creating learning experiences informed by instructional design theories
- (v) Take into account individual differences understand the role of psychometrics and emotional intelligence in allowing for differences among learners.

#### **6.5.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs**

The purpose is to ‘teach the participants to fish’ rather than give them a shopping list of tools to use. Through an understanding of psychology starting with the building blocks of attention, perception and memory through to the main learning theories, motivation and seeing how they come together through instructional design.

This approach empowers participants to intelligently design, plan for and formulate suitable programmes for a variety of teaching situations. In addition the inclusion of psychometrics and emotional intelligence adds to the knowledge, helps assess individual, and group learner needs in order to provide a differentiated programme catering for the needs of all learners.

#### **6.5.5 Information provided to learners about the module**

Learners receive the following resources and materials in advance of commencement: Module descriptor, module learning outcomes, class plan, assignment and presentation briefs, assessment strategy, reading materials, notes etc.

Additionally, this material is available through Moodle, the College Virtual Learning Environment, along with other relevant resources and activities.

#### **6.5.6 Module content, organisation and structure**

The module sets out to bring the learners into an area that is typically alien to them; they all know about psychology but have never studied it. To that end, the first lecture investigates what it means to understand behaviour through a psychological and scientific approach. The lecture also sets out the goals and the plan for the semester. The plan refers to a pyramid, and on completion it is intended to improve the learners’ knowledge, skills and attitudes in how psychology can help them in their daily tasks.

The module starts in interactive lecture style, to inform the learners about the building blocks of learning, attention, perception, memory and motivation.

In week four, the learners are told that in a month’s time they deliver a lecture to the class. The class is split into groups and they each lecture one of the four main learning theories to their peers. They are told that the lectures to date combined are the “information processing’ theory, that Behaviourism is covered in the next lecture, and that they as groups must study and devise a lecture to their peers on Constructivism and Social Cognitivism. They are pointed to the materials given broad headlines; what are they actually saying about how learning occurs, that is unique to the theory? What are the main aspects backing up that theory? What role does motivation play? Learning examples in practice.

They can deliver the lecture in any format they wish but to understand that their peers in the other group are relying on them to do a good job. This same night they learn about Motivation. In studying instructional design approaches the learners are introduced to the topic with examples and then get to debate the pros and cons of selected models and how they might apply them in context, in effect combining what they learn to devise their own optimised Instructional design approach.

**Topic 1 Attention:**

- What it is
- What it does
- Four Functions: Signal detection, Search, Selection and Divided.
- Issues around habituation, automatic processes, slips.
- The role of attention in the classroom and how learners currently deal with attention issues.

**Topic 2 Perception:**

- Sensation Vs Perception
- Two main models: top-down and bottom-up processing.
- Gestalt Theory
- Perception Learning Models which have proven effective in many learning scenarios.

**Topic 3 Memory:**

- What it is?
- Learning & memory,
- The main models (Multi-store, LOP, Working Memory),
- How we Encode, Store and retrieve,
- How fallable memory can be (Constructive Memory, Seven Sins).
- How to promote Learning' and strategies that can be used.

**Topic 4 Motivation:**

- What it is?
- Humanistic Learning Theory
- Self Determination Theory
- Flow Theory (critical review)
- Overview of other theories: ERG, 2 Factor, Adam's Equity, Vroom's Expectancy, Need Achievement and Reinforcement

**Topic 5 Behaviourism**

- Context
- Connectionism
- Classical Conditioning
- Emotional Conditioning
- Conditioning Operant
- Practical interventions leveraging behaviourist theory

**Topic 6 Constructivism (learner delivered):**

- Overview
- Piaget's theory of cognitive development
  - Developmental stages
  - Equilibration
- Vygotsky's sociocultural theory
  - ZPD
  - Socially Mediated Learning
  - Private Speech
- Motivation links

**Topic 7 Social Cognitivism (learner delivered):**

- Overview
- Bandura's Influence
- Triadic reciprocity
- Enactive & Vicarious Learning
- Modelling
- Self-Efficacy
- Motivation Links
- Practical interventions leveraging Social Cognitivist theory

**Topic 8 Instructional design (ID)**

- Context
- Cognitive Theory of Multimedia Learning
- Different classes of ID: Classroom, Product and System
- ARCS Model
- In-Class critique of four models

**Topic 9 Individual Difference:**

- Growth Mind-set
- Psychometrics in Learning
- The importance of emotional intelligence

**6.5.7 Module teaching and learning (including formative assessment) strategy**

The nature of the topic is new to the learners and as such, interactive lectures are used to initially get learners comfortable with the area, promoting conversation about the relevance of topics in practical terms in their practice. On moving to the main theories, the learners prepare two lectures delivered on a double class night. Learners are asked to produce a reflective piece around what they have learned from the three main theories of learning and how aspects might be applied in their practice.

Learners also get to critique in groups various instructional design models in an in-class exercise to get them comfortable and critical around how they might apply these practical tools.

**6.5.8 Work-based learning and practice-placement**

As the focus in this programme is on drama education, the Teaching Placement accounts for a very significant element and is the opportunity for the learner to put into practice, the theoretical and practical elements of the various modules. Learners are required to engage of a Teaching Placement of 3 hours per week for the duration of the programme (minimum 60 hours in total) in a setting that is deemed suitable to the course content

**6.5.9 E-learning**

Moodle is used to disseminate notes, advice and online resources to support the learners. The learners also have access to lynda.com and dramaonlinelibrary.com as a resource for reference.

### 6.5.10 Module physical resource requirements

Requirements are for a fully equipped classroom. The rooms equipped with a PC and Microsoft office, no other software is required for this module.

### 6.5.11 Reading lists and other information resources

*Bariso, J. 2018. EQ Applied: The Real-World Guide to Emotional Intelligence. Germany. Borough Hall.*

*Goleman, D. 2005. Emotional Intelligence: Why It Can Matter More Than IQ. New York. Bantam Books.*

*Green, B.A. and Kiess, H. 2017. Measuring Humans: Fundamentals of Psychometrics in Selecting and Interpreting Tests. USA. Cognella Academic Publishing*

*Schunk, D. 2014. Learning Theories – An Educational Perspective (6th Ed.). England, Pearson. Chapters, 3, 4, and 5*

*Sternberg, R.J. and Sternberg, K. 2012. Cognitive Psychology, (6th Ed.) 6th Edition*

*Chapters, 3, 4, and 5*

### 6.5.12 Specifications for module staffing requirements

Lecturers are expected to hold at least a level 8 qualification, preferably with an educational and / or performance background. Guest lecturers are expected to have a high level of industry experience. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.

### 6.5.13 Module summative assessment strategy

Participants are asked to submit an essay (3,000 words). The essay is to allow them research and design a learning strategy for learners in a context, most probably their own scenario though not necessarily. The essay allows them to show how they might combine learning theories, instructional design models and individual difference to design an effective learning strategy informed by psychology.

Participants are also asked to complete a 1,000 word reflective piece on how they might apply what they have learned about the three main learning theories in their classroom

The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	Essay	i, ii, iii, iv, v	80%
2	Reflective piece	i, iii, v	20%

### 6.5.14 Sample assessment materials

*Please see separate accompanying Sample assessments handbook.*