

Course title: **Learning Psychology**

Course No. : Ed 441

Level: B.Ed.

Semester: Fourth

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 48

1. Course description

This course is designed to provide students with knowledge and understanding about learning theories and their application in teaching and learning. The course introduces different learning theories – behaviorism, cognitivism and constructivism. In addition, the course helps students to draw educational implications of different learning theories.

2. General objectives

The general objectives of this course are as follows:

- To help students develop understanding of the meaning and characteristics of learning from the lenses of empiricism and rationalism.
- To acquaint students with behaviorism and help them draw its educational implications.
- To develop students' understanding about cognitivism and help them draw its educational implications.
- To acquaint students with constructivism and enable them to draw its educational implications.
- To enable the students to critically discuss different learning theories, as well as to enable them to use these theories in classroom teaching.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• Define the meaning of learning and discuss their characteristics.• Discuss the philosophical orientation of learning theories.• Define empiricism and discuss its link with behaviorism.• Discuss the characteristics of empiricism and behaviorism.• Discuss rationalism and link it with cognitivism.	Unit 1: Learning Psychology (5) 1.1. Meaning, definition and characteristics of learning 1.2. Philosophical foundations of Learning Theories 1.2.1. Empiricism and behaviorism 1.2.2. Rationalism and cognitivism

<ul style="list-style-type: none"> • Discuss the concept of behavioristic theories of learning. • Explain the Pavlovian conditioning and discuss its experiment on dog. • Describe the characteristics of Pavlovian conditioning. • Draw the educational implications of Pavlovian conditioning. • Explain the Skinnerian conditioning and discuss its experiment on rat. • Define shaping and discuss the principle of shaping. • Mention the educational implications of operant conditioning. • Explain the Thorndike's theory of learning and discuss his experiment on cat. • Discuss the primary laws of learning. • Draw the educational implications of Thorndike's connectionism. 	<p>Unit 2: Behavioristic Theories (20)</p> <p>3.1. Introduction to Classical Conditioning (Pavlovian conditioning).</p> <p>3.1.1. Basic process of conditioning and experiment on dog.</p> <p>3.1.2. Phenomena and characteristics of classical conditioning: extinction, spontaneous recovery, inhibition, and generalization.</p> <p>3.1.3. Educational implications of classical conditioning.</p> <p>3.2. Operant Conditioning (Skinnerian Conditioning).</p> <p>3.2.1. Basic process of operant conditioning and experiment on rat.</p> <p>3.2.2. Positive and negative reinforcement.</p> <p>3.2.3. Principle of shaping.</p> <p>3.2.4. Educational implications of operant conditioning.</p> <p>3.3. Connectionism (Thorndike's Theory of Learning).</p> <p>3.3.1. Basic process of conditioning (process of trial and error) and experiment on cat.</p> <p>3.3.2. primary laws of learning: law of readiness, law of exercise and law of effect.</p> <p>3.3.3. Educational implications.</p> <p>3.4. Applications of integrated approaches to learning</p> <p>3.5. Addressing learning difficulties through different learning approaches.</p>
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<ul style="list-style-type: none"> • Define the concept of cognitive learning. • Explain insightful learning. • Discuss the characteristics of insightful learning. • Discuss the educational implications of insightful learning. • Explain the information processing theory. • Draw the educational implications of informational processing theory. 	<p>Unit 4: Cognitive Theories (15)</p> <p>4.1 Kohler's Insightful Learning</p> <p>4.1.1. Meaning and characteristics</p> <p>4.1.2. Experiment on chimpanzee</p> <p>4.1.3. Educational implications of Kohler's learning theory</p> <p>4.2. Information Processing Theory.</p> <p>4.2.1. Basic elements: Sensory register, short-term memory/store, long-term memory/store</p> <p>4.2.2. Educational implications of information processing theory.</p>
<ul style="list-style-type: none"> • Conceptualize the meaning constructivism. • Explain the basic principles of individual constructivism. • Discuss the knowledge construction process of individual constructivism. • Explain the basic principles of social constructivism. • Discuss the knowledge construction process of social constructivism. • Draw the educational implications of social constructivism. • Compare and contrast between individual constructivism and social constructivism. 	<p>Unit 5: Constructivism (8)</p> <p>5.1. Individual constructivism (Piagetian constructivism)</p> <p>5.1.1. Basic principle and knowledge construction: scheme, adaptation-assimilation and accommodation, equilibrium.</p> <p>5.1.2. Classroom implications.</p> <p>5.2. Social constructivism (Vygotskian constructivism).</p> <p>5.2.1 Basic principle and knowledge construction: inter-psychological process and intra-psychological process; MKO, ZPD and scaffolding.</p> <p>5.2.2 Classroom implications.</p>

Note: The figures in the parentheses indicate approximate teaching hours for respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1. General Instructional Techniques

- Introductory presentation on each topic of the unit by the teacher

- Use of lecture, question answer, discussion, brainstorming and buzz sessions for the theoretical contents.

4.2. Specific Instructional Techniques

Unit	Suggested specific Instructional Techniques
I	<ul style="list-style-type: none"> • Students are divided into gender disaggregated groups. Each group is assigned to prepare key aspects of empiricism and rationalism and their linkage with behaviorism and cognitivism. The students will present the group work in the class.
II, III, IV	<ul style="list-style-type: none"> • Students are divided into groups. The groups will visit a nearby school, observe a class and assess which learning theories teachers are using. Each group prepares a report and present in the class.
V	<ul style="list-style-type: none"> • Students work in pair and discuss what educational implications can be drawn from constructivism for classroom teaching in their subject areas.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teacher based on following activities:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on unit I, II, III & IV)	10
4) Second assignment (Pair work based on Unit V)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

5.2 Final/Semester Evaluation 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

Objective type question (Multiple choice 10 x 1pnts)	10
Short answer questions (6 questions x 5 points)	30
Long answer questions (2 questions x 10 points)	20
Total	60

Recommended Books

Hergenhahn, B.R. & Olson, M. H. (1997). *An introduction to theories of learning*. NJ: Prentice Hall. **(Unit: I, II, III, IV& V)**

Hilgard, B.R. & Bower, G. H. (1975). *Theories of learning*. New Delhi: Prentice Hall.**(Unit: I, II, III & IV)**

Klein, S.B. (1996). *Learning: Principle and application*. NY: McGraw Hill, Inc. **(Unit: I, II, III & IV)**

Reference Books

Chauhan, S. S. (2002). *Advanced educational psychology*. Vikas Publishing House Pvt. Ltd.

Dandekar, W.N. (2002). *Psychological foundation of education*. Macmillan India Limited.

Hill, W.F. (1975). *Learning: A Survey of psychological interpretation*. Great Britain: Lowe & Brydone.

Morgan C. T., King R..R., Weisz, J. R. & Schopler, J. (2004). *Introduction to psychology*. New Delhi: Tata McGraw Hill.

Woolfolk, A. (2004). *Educational psychology*. India: Pearson Publication.