

## Course Title : Theories of Teaching and Learning

Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab (hours/week)	Credits	ECTS
EDU 413	B	1	3	1	0	3.50	6
<b>Lecturer and Office Hours</b>			Arti Omeri, PhD				
<b>Teaching Assistant and Office Hours</b>							
<b>Language</b>			English				
<b>Course Level</b>			Master				
<b>Description</b>							
<b>Objectives</b>							

## Course Outline

Week	Topics
<b>1</b>	Introduction to the Course. Concepts of Learning and Teaching. The Role of Theory in Learning and Instruction
<b>2</b>	Behaviorist Theories of Learning. Pavlov's Classical Conditioning. Skinner's Operant Conditioning. Educational Applications of Behaviorism.
<b>3</b>	Cognitive Development Theories of Learning: Piaget's Theory. Information Processing Theory
<b>4</b>	Social Learning Theories and Their Application
<b>5</b>	Constructivism. Learning Principles. Situated Learning. Applications of Constructivism and Situated - Learning
<b>6</b>	Brain-based Teaching and Learning. Structure, Memory, Retention, and Transfer of Learning.
<b>7</b>	Concept Learning, Critical Thinking and Problem-solving
<b>8</b>	Mid-term Exam
<b>9</b>	Emotions and Motivation in Learning: Classroom Implications
<b>10</b>	Theories of Intelligence: Gartner's Theory of Multiple Intelligences. Emotional Intelligence
<b>11</b>	Individual Variation: Learning Styles and Preferences. Learning Difficulties
<b>12</b>	Contemporary Theories of Learning. Pragmatism: a Learning Theory for the Future. Multiple approaches to understanding.
<b>13</b>	Contemporary Theories of Learning. Biographical Learning - within the new lifelong learning discourse
<b>14</b>	Effective teaching practices and instructional strategies.
<b>15</b>	Developing Teaching Philosophies Based on Existing Theories: Students' Presentations
<b>16</b>	Final Exam

<b>Prerequisites</b>	
<b>Textbook</b>	<ul style="list-style-type: none"> <li>• Pritchard, A. (2009). WAYS OF LEARNING: LEARNING THEORIES AND LEARNING STYLES IN THE CLASSROOM. London: Routledge.</li> <li>• Taylor, R. G.; MacKenney, L. (2008). IMPROVING HUMAN LEARNING IN THE CLASSROOM, THEORIES AND TEACHING PRACTICES. New York : Rowman &amp; Littlefield Education.</li> </ul>
<b>Other References</b>	<ul style="list-style-type: none"> <li>• Hartley, J. (1998). Learning and Studying, A Research Perspective Psychology Focus. London, New York: Routledge.</li> <li>• Illeris, K. (2009). Contemporary theories of learning: Learning theories in their own words. Taylor &amp; Francis Routledge.</li> </ul>
<b>Laboratory Work</b>	
<b>Computer Usage</b>	

Other			
<b>Learning Outcomes and Competences</b>			
<b>1</b>	Demonstrate knowledge of the major learning and instructional theories		
<b>2</b>	Apply learning and instructional theories to a variety of educational situations		
<b>3</b>	Be able to describe the basic principles of human learning and development as they pertain to regular as well as special needs students		
<b>4</b>	Understand theories of motivation and intelligence and their applications to the classroom		
<b>5</b>	Generate a personal philosophy on education and learning		
<b>Course Evaluation Methods</b>			
<b>In-term studies</b>	<b>Quantity</b>	<b>Percentage</b>	
Midterms	0	0	
Quizzes	0	0	
Projects	1	50	
Term Projects	0	0	
Laboratory	0	0	
Attendance	0	0	
<b>Contribution of in-term studies to overall grade</b>		<b>50</b>	
<b>Contribution of final examination to overall grade</b>		<b>50</b>	
<b>Total</b>		100	
<b>ECTS (Allocated Based on Student) Workload</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration (hours)</b>	<b>Total Workload (hours)</b>
Course Duration (Including the exam week : 16 x Total course hours)	16	4	64
Hours for off-the-classroom study (Pre-study, practice)	14	4	56
Assignments	1	18	18
Midterms	0	8	0
Final examination	1	12	12
Other	0	0	0
<b>Total Work Load</b>			<b>150</b>
<b>Total Work Load / 25 (hours)</b>			<b>6</b>
<b>ECTS</b>			<b>6</b>