STUDY GUIDE MODULE 3.

The HOW of Teaching and Learning
Psychology and Education

Introduction

This unit will discuss the major learning theories and how they have tried to explain the many facets of learning. Unlike philosophies which give the big picture of education, learning theories are focused and explain only a small portion of the learning phenomenon. The students will understand that there is no one way of learning, and therefore there is no one correct way of teaching. Drawing from their experiences, the students will gain an understanding of their unique learning styles, and identify the teaching styles that work for them.

- A. Learning Approaches (Behaviorist, Cognitive, and Humanist)
- B. Learning Theories (Pre-20th c, Modern and Contemporary)
- C. Models of Classroom Learning
- D. Motivation: Finding or Rediscovering Meaning in Learning
    1. Understanding the Motivational Process
    2. Achievement Goal Orientations and its effect on learning
    3. Common Maladaptive Responses, Learned Helplessness

Learning Outcomes

SLO 5. Explain how learning theories try to explain how we learn.

SLO 6. Explain how the brain works in processing information.

SLO 7. Analyze the environmental and personal factors that affect motivation towards learning tasks.

SLO 8. Appreciate the learning theories in the context of Health Professions Education

Reflection Points

What learning theories best explain my own learning experiences in my profession?
What differentiates the information processing of novice and expert learners?
What can I do to keep myself and my learners motivated?
What learning theories are apparent in the trends in health professions education (PBL, Community-based education, OBE, TPACK, Transformative Education)

The etymology of the word 'Education' comes from 2 latin words: *educare* – which means 'to train or mold', and *educere* – which means 'to lead out'. Both words imply that something more than content expertise is needed to be an effective educator. A certain skill set and special tools are just as important. This is what the knowledge of psychology gives a teacher. It is essential for educators to build up their arsenal of learning theories that they know and can practice appropriately given specific learning scenarios and tasks.

> Each learning theory is an instrument that has specific assumptions and they should be perceived as such. The reality of knowledge acquisition may well be in the combination of these theories and several learning environments have used this combination with remarkable results. I tend to agree with this notion, even if I define myself as a constructivist, I am willing to employ behaviorist assumptions, such as positive reinforcement to my educational activities. If learning theories as seen as instruments and not as the absolute truth, then each educator can use some of their assumptions to achieve the maximum learning outcome for his/her students.
>
> (***Theodoros Xanthos,*** 2014)

Read. Watch. Research
In the LMS there are several Reference Materials uploaded which you can read according to what strikes your interest.
Read about the different Learning Theories which are often categorized according to the 3 Learning Approaches: Behaviorism. Cognitivism and Humanism or simply chronologically as the :

    Pre-20th century Learning Theories
        Mental Discipline
        Natural Unfoldment
        Apperception
    Early 20th Century Learning Theories
        Behaviorism
        Neo-behaviorism
        Gestalt-Field Theory
        Cognitive Development Theory
        Social Learning Theory
    Modern & Contemporary Learning Theories
        Constructivism
        Humanism
        Experiential Learning
        Andragogy
        Motivational Theories
        Transformative Learning

This is not an exhaustive list but these will be of great help to you in doing the Activities and Assignments. As you read through them keep in mind the Reflection Points in the previous page. Try to understand how this particular learning theory defines what learning is and what factors are important in order for learning to occur.

Activities. Assignment. Assessment

Task#5 "Report on a Learning Theory"

1. Preparatory Phase. At the start of this course, you have been assigned a specific Learning Theory to study and share with the others. Consider yourself an ambassador of that learning theory. Your aim is to advocate for that learning theory. So read up on it and prepare a 15-20 minute explanation of your assigned Learning Theory complete with handouts and visual aids. Get ready to participate in Class Discussion on the assigned week.

2. Collaboration Phase. As a class you need to decide on some matters of organization and sequencing of the delivery of the reports.

a. The platform: The actual reporting may be during a synchronous session or uploaded to a google drive or a google site as per class agreement. A google site will allow for more creativity and interactivity but would require a bit more technological know how.

b. Organization and Sequence of reports. You may band yourselves together according to what learning approach your theories fall under. You can have a moderator/narrator linking all the reports together.

3. Actual Reporting. Specifics will depend on the choices you made in collaboration with classmates. To be discussed with professor for finalization of plans.

As you can see, this is as much a collaborative as well as an individual work. Each one will have 10-15 minutes to talk about their learning theory and to try to convince the others of its benefits and uses. The whole exchange should take from 1.5 - 2 hours.

4. **Assessment.** After the synchronous session, please fill up a Self-Assessment Google Form. Assessment is a learning activity in itself, so this is not optional. This is for formative purpose only, but it will give you an idea on the assessment criteria.

5. Submission: Please submit any handouts or infographic that you made for the Report om Learning Theories in the appropriate submission portal in our course site. Submissions should be in MSWord or PDF format with file name: HP201_[surname/first name]_]_Activity Name_Learning Theory

Example: HP201A_SALVACION, MARIA LOURDES_Learning Theory Report_Gestalt Theory

Task#6 "My Learning Theory"

After you have studied the philosophical and psychological foundations of teaching and learning, as well as the major learning theories...you have all the tools you need to come up with your own. The aim is not to be original or creative just for the sake of being original and creative... but rather to reflect on everything you've learned and express what you now understand about LEARNING. Your theory should answer some basic questions:

1.What is learning?

2. What are the elements of learning? How do these elements relate to each other?

3. What conditions are necessary for learning to occur?

4. How can your theory be used to explain learning in the Health Professions? In what learning context is it most useful?

In the end please express your theory in a diagram form, and give your theory a title. Good titles express the essence of the concept in a succinct but complete and meaningful way.

This is an integrative assignment, so you are expected to draw from the advanced readings, synchronous sessions, and asynchronous discussions you have had with your professor and peers. Please cite your references.

Submission Format: Word Document, A4 size, 1" margin all sides,

1.5 spacing, 12 TNR/Arial

Task#7 "My Learner Portfolio"

I believe that the best way to assess if and what you have learned from this subject is not through a written exam. I am not interested on whether you memorized, understood or even applied the philosophical, psychological principles of learning.

What I have tried to do during the semester is give you some tools to understand yourself, the world and your learning process - in short, your metacognition. And I believe the best way to showcase what you have learned is through a Portfolio.

Contents of the Portfolio:

All the WRITTEN OUTPUTS in class - whether reflection papers, individual or group reports, inventories, journal entrees... everything!

But this time PROCESSED. You may print out my feedback and reply to them, or you may simply reflect back on the activities and give me your thoughts about them- not just about that activity alone, but also in relation to the activities previous to that or any personal prior experience. In short your Personal Learning Journey.

ASSESS the Activity in terms of its Relevance, Learning Potential, Fun factor. Feel free to rant and rave and give whatever comments and critique, preferably constructive. I will be using your inputs to either modify the activity or drop it.

Please write a PROLOGUE and/or EPILOGUE to piece the whole thing together. It's up to you if you want to give your work a Title or write a Dedication Page to yourself or whoever inspired you.

Layout of the Contents:

No prescribed layout. This is your portfolio so personalize it. Let your creative juices flow. I ask only that you agree as a class on the size and shape so that they are stackable.

This will serve as your final exam.

Please view the following ViDEOS to help you plan your ePortfolios

1. Introduction to ePortfolios =   https://www.youtube.com/watch?v=3n8UG3YOOFU

2. E-Portfolios in Education- An ideal way to assess online
= https://www.youtube.com/watch?v=kykfcqqr8T8&t=238s

Make sure to SHARE your Learner's Portfolio with me at mssalvacion@up.edu.ph

Assessment Guides:

Rubric for individual presentation on assigned Learning Theory

Learning Outcomes	Exemplary (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
Discuss the basic philosophical and **psychological concepts, principles and theories**	Oral facilitation was most thorough, cohesive, and comprehensive Concepts, principles, and	Facilitation was thorough, interactive, and conducive for adult learners	Standards for effective facilitation were met at the minimum level	Presentation was inconsistent in the use of correct terms, articulation, discussion of concepts not	Presentation failed to meet minimum standards of effective presentation

Learning Outcomes	Exemplary (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
on teaching and learning as applied in health professions education	theories applied in HPEd were presented with excellent articulation, language used, pacing, rapport with class Presentation visuals used were effectively used and managed	Presentation resources used and overall flow of presentations matched the class' level of preparation		adequate and clear, not effective rapport	
Describe the various **strengths and weaknesses of each philosophy and theory** as applied in teaching and learning in the health sciences	Presenter gave a thorough review of related references on topic assigned; discussion of strengths and weaknesses of each philosophy or theory was clear and direct	Oral presentation featured well researched related literature in terms of strengths and weaknesses of the philosophy or theory	Very few, outdated number of related literature citing the strengths and weaknesses in the oral presentation was observed	Presentation was inconsistent; hardly cited the updated and appropriate literature	Presentation did not cite any contributions of other authors on the assigned strengths and weaknesses
Written output meets appropriate minimum **academic standards**	Written output exceeds expectation; correct grammar usage, articulation is explicit and strong	Written presentation meeting standard academic format; correct grammar usage, and main messages expressed clearly	Written output meets minimum standards of academic work, acceptable level of articulation and grammar usage	Written work contains major communication and formatting errors, has many mistakes in both grammar usage and articulation	Written work unable to meet standard requirement

Total = 16 points

Rubric for a My Learning Theory Paper

Learning Outcomes	Exemplary (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
Discuss the basic philosophical and psychological concepts, principles and theories on teaching and learning as applied in health professions education	Reflection Paper **clearly and explicitly articulated** a sound philosophy on where and how are all types of learning and knowledge come from, what is real, of value, and logical; roles of teachers, learners, and the school cohesively explained in consistency with the answers on epistemology, metaphysics, axiology, and logic Reflection Paper presents **clear and logical consistency** with a chosen sound theory of learning, with the appropriate	Output **satisfactorily articulated** a sound philosophy on where and how are all types of learning and knowledge come from, what is real, of value, and logical; roles of teachers, learners, and the school satisfactorily explained in consistency with the answers on epistemology, metaphysics, axiology, and logic Reflection Paper presents **clear and logical consistency** with a chosen sound theory of learning, with the appropriate inputs and	Output meets the **minimum standards** of a sound philosophy and theory of learning; explanations on where and how are all types of learning and knowledge come from, what is real, of value, and logical are explained at the basic acceptable standards; roles of teachers, learners, and the school explained meeting minimum standards	Output **poorly explained** an educational philosophy and theory of learning; no clear distinctions on the understanding of teachers, learners, and the school	Output **unable to articulate** a sound and appropriate educational philosophy and theory of learning

Learning Outcomes	Exemplary (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
	inputs and instructional resources	instructional resources although **some major elements of the chosen theory conspicuously missed**			
Given a particular instructional scenario, construct their own view of how teaching and learning can best be achieved	Reflection Paper **most clearly and logically** presents a transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper **clearly and logically** presents a transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper presents **minimum traits** of a truly transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper presents **incoherent and inconsistent characteristics** of a transformative design	Reflection Paper **failed to meet the standard quality**
Written output meets appropriate minimum academic standards	Written output **exceeds expectation;** correct grammar usage,	Written presentation **meets standard** academic format; correct	Written output **meets minimum standards** of academic work, **acceptable**	Written work contains **major communication and formatting errors,** has many mistakes	Written work **unable to meet standard requirement**

Learning Outcomes	Exemplary (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
	articulation is explicit and strong	grammar usage, and **main messages expressed clearly**	level of articulation and grammar usage	in both grammar usage and articulation	

Total = 12 points

Rubrics for My Learning Journal

Criteria	Exemplary (3)	Satisfactory (2)	Needs improvement (1)	Unsatisfactory (0)
Scope and Depth of Material	Excellent re-processing of the experiences of the course, leading to a more profound learning than the first round.	Went deeper into understanding the concepts covered in the course through the exercise of portfolio making	Difference from the original submissions are purely in formatting.	No added value. Basically just a compilation of the previously submitted works
Thoroughness and depth of Analysis	Analysis is fully substantiated and covers Relevance, Learning Potential and Fun Factor	Analysis of the three prescribed focus was adequate.	Superficial analysis of the three prescribed focus.	No analysis of the Relevance, Learning Potential or Fun Factor
Reflection and Metacognition	Exercised a thorough and deep reflection over one's own beliefs about oneself, society, and education	Showed sufficient self-knowledge, both in depth and focus.	There were some minor vagaries and inconsistencies.	There were major inconsistencies. (For example if one contradicts oneself)
Critical Thinking	Excellent content and development of arguments	Arguments followed sound logic	There were some errors and inconsistencies in logic	There were major errors and inconsistencies
Punctuality	Submitted output on time	Submitted output 1-12 hours beyond the deadline	Submitted output 1-5 days beyond the deadline	Submitted output >5days beyond the deadline

Total = 15 pts

References

Learning Theories

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Information processing model: Sensory, working, and long term memory | MCAT | Khan Academy

https://www.youtube.com/watch?v=pMMRE4Q2FGk&t=35sGroup

Bonus

You might enjoy learning about your Learning Styles Inventories

1. Learning Styles Inventories
    http://med.fau.edu/students/md_m1_orientation/M1%20Kolb%20Learning%20Style%20Inventory.pdf
2. KOLB'S Learning Styles Inventory
    http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf
3. ASSIST Learning Approaches
    https://sites.google.com/site/learningselfquiz/creative-staffing-models

Watch a powerful Video Documentary (useful for understanding Himanism, and the Social Learning Theory)
The Human Experience https://www.youtube.com/watch?v=NUd3Aiatk-U