

# THE HONG KONG INSTITUTE OF EDUCATION

## Module Outline

<b>Programme Title</b>	: Education Programme
<b>Module Title</b>	: Foundations and Processes of Learning (EPC2075)
<b>Department</b>	: Educational Psychology, Counselling and Learning Needs
<b>Credit Points</b>	: Three
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Level</b>	:

### Synopsis

The emphasis of this module is on the process of learning, how the characteristics of individual learners interact with various other factors that affect that process, including the way teachers teach, and how that interaction leads to different educational outcomes. Programme students are required to engage in a dialogue with the theories introduced in the module, both by reflecting on their own learning experience, and by observing and analysing their pupils' learning behaviour, their learning problems, and how their teaching strategies succeed or fail in facilitating their pupils' learning.

### Objectives

To enable students to

- a. describe and analyse the nature and processes of human learning;
- b. analyse the cognitive, emotional and motivational characteristics of individual learners that affect the learning process, and apply this analysis specifically to an understanding of the learning of pupils of secondary school subjects from a developmental perspective;
- c. adopt the maximal realisation of each pupil's potential as a major goal of education, taking into account individual differences; and
- d. analyse the ways in which various contextual factors, especially the way teachers teach, affect and/or interact with learner characteristics, leading to effective or ineffective learning.

### Content

- a. The behaviourist, constructivist and socio-cultural orientations to learning: their philosophical underpinnings and their respective implications for education; different types of learning outcomes and the concomitant learning processes;
- b. Individual differences in cognitive factors affecting learning: information processing ability; metacognition and learning strategies; cognitive styles, learning styles, learning approaches; intelligence profile using a developmental perspective;

- c. Individual differences in socioemotional factors affecting learning: emotional intelligence; motivation to learn; self-concept and school achievement; effect of teacher's expectation on pupils' learning; techniques for enhancing pupils' self-concepts using a developmental perspective;
- d. Causes of low achievement/underachievement: sociocultural factors, the education system, school factors, individual factors using a developmental perspective;
- e. The social construction of learners in the context of life-long human development: interaction of culture and biology, how this interaction shapes the psychological world of adolescents, and its bearing on their learning.

### Assessment

A case study applying relevant theories to an analysis of actual episodes of teaching and learning during teaching practice in placement school or in actual school practice from various perspectives, drawing lessons for future teaching. 100 %

### Required Text

Watkins, D.A., & Biggs, J.B. (Eds.), (1996). *The Chinese learner: Cultural, psychological and contextual influences*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

### Recommended Reading

- Arends, R.I. (2004). *Learning to teach* (6th ed.). Boston, Mass: McGraw Hill.
- Biggs, J., & Watkins, D.A. (Eds.), (1993). *Learning and teaching in Hong Kong: What is and what might be*. Hong Kong: Faculty of Education, The University of Hong Kong.
- Biggs, J., & Watkins, D.A. (Eds.) (1995). *Classroom learning: Educational psychology for the Asian teacher*. Singapore: Simon & Schuster (Asia) Ltd.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Gardner, H. (1999). *The disciplined mind: What all students should understand*. New York, NY: Simon & Schuster.
- Lau, S. (Ed.), (1996). *Growing up the Chinese way: Chinese child and adolescent development*. Hong Kong: The Chinese University Press.
- Lefrancois, G. (2000). *Psychology for teaching* (10<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Marton, F., & Booth, S. (1997). *Learning and awareness*. Mahwah, NJ: L. Erlbaum Associates.
- Newman, B.M. & Newman, P.R. (2006). *Development through life: a psychosocial approach*. Australia: Thomson/Wadsworth.
- Phillips, D.C., & Soltis, J.F. (2004). *Perspectives on learning* (4th ed.). New York, NY: Teachers College Press.
- Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, N.J.: Merrill.
- Sigelman, C.K. & Rider, E. (2006). *Life-span human development*. Australia: Thomson/ Wadsworth.
- Slavin, R. (2006). *Educational psychology: theory and practice* (8th ed.). Boston, MA: Allyn & Bacon.
- Snowman, J. & Biehler, R.F., (2006). *Psychology applied to teaching* (11th ed.). Boston, MA: Houghton Mifflin.
- Steinberg, L. (2002). *Adolescence* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.
- Fontana, D. (戴維·馮塔納) 著，王新超譯 (2005)：《教師實用心理學》，中文大學出版社。

- Lefrancois, G. 著，佐斌等譯 (2004)：《教學的藝術》，北京，華夏出版社。
- Slavin, R.E. 著，王明傑、陳玉玲譯 (2004)：《教育心理學：理論與實務》，台北，學富文化事業有限公司。
- 王克先 (1995)：《學習心理學》，台北，桂冠圖書公司。
- 吳慶麟主編 (2003)：《教育心理學：獻給教師的書》，上海，華東師範大學出版社。
- 邵瑞珍、皮連生 (1995)：《教育心理學》，台北，玉南圖書公司。
- 林瑞芳、羅瑞芬、張詠恩 (2002)：《激發學習的動力》，香港，都會文化出版有限公司。
- 莫泰基 (1992)：《叛逆背後的青年發展新動向》，香港，香港商務印書館。
- 張春興 (2004)：《教育心理學：三化取向的理論與實踐》，台北，東華書局。
- 譚頂良 (1995)：《學習風格論》，南京，江蘇教育出版社。
- 龐維國譯 (2003)：《認知風格與學習策略：理解學習和行爲中的風格差異》，上海，華東師範大學出版社。

There are many useful resources on the World Wide Web relevant to the topics of this module. The following are three examples of such resources:

<http://mentalthelp.net/guide/pro31.htm>

This website contains a list of web resources on educational psychology (including school psychology).

<http://www3.sympatica.ca/lgrightmire/LESIE2.HTM>

This website contains a list of web resources on constructivism.

<http://mentalthelp.net/guide/pro03.htm> and <http://www.cyfernet.org/cyflink.html>

This website contains links to other websites on adolescent development.

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