Course Name : Theories of Teaching and Learning

Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
EDU 413	B	Fall	3.00	1.00	0.00	3.50	6.00

Lecturer	Enriketa Sogutlu, Prof. Asoc. Dr.
Assistant	
Course language	English
Course level	Master
Description	In this course students will develop an understanding of traditional theories of learning and their implications for instruction. They will explore the behaviorist approach, Piaget's cognitive development, social learning theories, and constructivism. Students will also study contemporary theories of learning such as brain-based learning, concept and problem-based learning as well as different theories of intelligence. They will explore how key concepts of theoretical perspectives underpin and influence an individuals' learning and development.
Objectives	Demonstrate an understanding of major theories of learning and their principles. Develop an awareness of the different ways through which these principles can be applied to instruction. Demonstrate an understanding of how theoretical approaches to learning and cognition relate to classroom management, instruction, and individual development. Develop and reinforce critical thinking, oral presentation and writing skills. Design instruction that is consistent with the development and today' students' learning needs
Core Concepts	Theories of learning, behaviourism, classical and operant conditioning, cognitivism and cognitive development, social constructivism, brain-based learning, critical thinking and concept-based learning motivation and emotions in learning, bloom's taxonomy and designing lesson objectives and learning outcomes, theories of intelligence, the role of individual differences and learning styles in learning.

Course Outline

Week	Topic
1	Introduction to the course. Concepts of learning and teaching. (Illeris, ch1, Prichard, ch1)
2	Behaviorist Theories of Learning. Pavlov's Classical Conditioning. Skinner's Operant Conditioning. Educational Applications (Prichard, ch 2, Taylor, ch 3)
3	Cognitive Development theories of learning: Piaget's theory. Information processing theory. (Prichard, ch 3, Taylor, ch 2)
4	Bloom's taxonomy of educational objectives (Krathwohl's articlem 2002)
5	Social Learning Theories and their Application (Taylor, ch 6)
6	Constructivism, Learning principles. Situated Learning. Applications of Constructivism and Situated –Learning (Prichard, ch 3)
7	A constructivist model: Kolb's Experiential learning theory (Kolb & Kolb, 2009)
8	Midterm exam
9	Brain-based Teaching and Learning. Structure, memory, retention, and transfer of learning. (Prichard, ch 7)
10	Concept learning, Critical thinking and Problem-solving (Taylor, ch 11—12)
11	Emotions and motivation in learning. Classroom implications (Taylor ch 2)

12	Theories of intelligence. Gardner’s multiple intelligences. Emotional Intelligence (Prichard, ch 4, Taylor ch 10)
13	Individual variation: Learning styles and preferences. Learning difficulties. (Prichard, ch 5-6, Taylor, 16)
14	Strategies for improving memory and teaching social skills (Taylor, ch 17-18)
15	Students' presentations
16	Final exam

Prerequisites	The student must attend the course at a minimum rate of 75%.
Literature	• Taylor, R. G.; MacKenney, L. (2008). IMPROVING HUMAN LEARNING IN THE CLASSROOM, THEORIES AND TEACHING PRACTICES. New York : Rowman & Littlefield Education. • Pritchard, A. (2009). WAYS OF LEARNING: LEARNING THEORIES AND LEARNING STYLES IN THE CLASSROOM. London: Routledge. • Illeris, K. (2009). Contemporary theories of learning: Learning theories in their own words. Taylor & Francis Routledge.
References	• Hartley, J. (1998). Learning and Studying, A Research Perspective Psychology Focus. London, New York: Routledge. • Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. The SAGE handbook of management learning, education and development, 42

Course Outcome

1	Be able to describe the basic principles of human learning and development
2	Demonstrate knowledge of the major learning and instructional theories
3	Understand theories of motivation and intelligence and their applications to the classroom
4	Apply learning and instructional theories to a variety of educational situations
5	Generate a personal philosophy on education and learning

Course Evaluation

In-term Studies	Quantity	Percentage
Midterms	1	30
Quizzes	0	0
Projects	1	15
Term Projects	1	15
Laboratory	0	0
Class Participation	1	10
Total in-term evaluation percent		**70**
Final exam percent		**30**
Total		**100**

ECTS Workload (Based on Student Workload)

Activities	Quantity	Duration (hours)	Total (hours)
Course duration (Including the exam week: 16x Total hours of the course)	16	4	64
Study hours outside the classroom (Preparation, Practice, etc.)	14	3	42
Duties	2	8	16
Midterms	1	10	10
Final Exam	1	10	10
Other	0	0	0
Total Work Load			**142**
Total Work Load / 25 (hours)			**5.68**
ECTS			**6.00**