NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LEARNING PSYCHOLOGY

NQF Level 2

April 2008

LEARNING PSYCHOLOGY - LEVEL 2

CONTENTS

INTRODUCTION

A. What is Learning Psychology?

The subject Learning Psychology is a study that seeks understanding of how humans learn. Learning Psychology (Psychology of Learning) can be viewed as a theoretical science which seeks understanding of learning for its own sake. The main focus of this subject will be from an educational discipline and practical application perspective that studies strategies for putting Learning Psychology to work for educational purposes. The application perspective comprises psychological dimensions such as theories of human learning, critical elements of learning, developmental psychology, personality and temperament theories, individual abilities and differences, the effects of nature and nurture on intelligence and learning styles. Practical interpretations and applications of Learning Psychology will be made in various contexts.

B. Why is Learning Psychology important in the Education and Development programme?

The study of Learning Psychology is important as it:

- provides valuable information about how people learn, which forms the foundation for application of appropriate learning styles and methodologies
- creates an awareness of the importance of identifying learning styles and appropriate methods to accommodate these, in order to provide equal opportunities for all students to perform optimally
- promotes understanding of factors that influence individual learning, and provides a foundation for a career path that can provide work opportunities in a variety of settings such as with children, adults and senior citizens.

C. The link between the Learning Outcomes for Learning Psychology and the Critical and Developmental Outcomes

Learning Psychology enables students to:

- identify and solve problems, and make decisions using critical and creative thinking by identifying, investigating and adapting theories in order to apply them in practice
- work effectively with others and in groups and teams using interactive strategies and discussions
- organise themselves and their activities responsibly and effectively to manage own learning
- collect, analyse organise and critically evaluate information fundamental to understanding by researching, reporting and reflecting on various topics related to Learning Psychology
- communicate effectively using visual, symbolic and/or language skills during presentations, mural displays
- use appropriate technology effectively and critically to make learning resources, and access information about topics related to Learning Psychology.
- be culturally and aesthetically sensitive across a range of human contexts by implementing anti-bias and culture-fair attitudes, values and practices that also involve role-play, displays and presentations
- reflect on and explore one's own abilities, learning styles and strategies that are fundamental to lifelong learning.

D. Factors that contribute to achieving Learning Psychology Learning Outcomes

- Enabling environment: A simulation centre for practical work and resource centres or rooms equipped with various resources related to Learning Psychology should be accessible to all students.
- A variety of learning and teaching methods and support materials should be used to facilitate learning.
- Lecturers should be suitably qualified and well informed regarding the latest developments in terms of Learning Psychology.

1   DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2   SUBJECT LEVEL FOCUS

The student must be able to:
- identify and explain the brain structure, its function, and brain activity
- identify and describe the cognitive processes and reflectively indicate their application in practice
- describe the meaning and significance of perception in learning
- define and explain key personality and temperament traits and their effects on learning
- recognise individual differences in personality and temperament and describe how these affect learning
- identify and describe five broad factors of the basic structure of human personality and temperament
- define self-esteem and explain its influence on learning
- define self-concept and explain its nature
- describe ways to enhance self-awareness
- identify and describe types of conditioning and how these affect learning
- explain learning through consequences of behaviour
- describe modelling and informal learning
- identify and explain forms of, and requirements for e-learning.

3   ASSESSMENT REQUIREMENTS

3.1   Internal assessment (50 percent)

3.1.1   Theoretical component
The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Learning Psychology Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2   Practical component
The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Learning Psychology Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated learning environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

  - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
  - Exhibitions by students
  - Visits undertaken by students based on a structured assignment task
  - Research
  - Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's Portfolio of Evidence. The tools and instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

3.1.3   Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

3.1.4   Moderation of internal assessment mark

Internal assessment is subject to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes.*

3.2   External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Learning Psychology Level 2.*

4   WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Learning Psychology and Approaches to Learning	10%
2 Brain-based Learning	20%
3 Personality and Temperament Traits	20%
4 Self-awareness And its Effect on Learning	20%
5 How People Learn	30%
TOTAL	**100**

5   CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: **(a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6   PASS REQUIREMENTS

A student must obtain at least fifty percent in internal continuous assessment and fifty percent in the examination to achieve a pass in this subject.

7   SUBJECT AND LEARNING OUTCOMES

On completion of Learning Psychology Level 2, the student should have covered the following topics:

Topic 1:   Learning Psychology and Approaches to Learning

Topic 2:   Brain-based Learning

Topic 3:   Personality and Temperament Traits

Topic 4:   Self-awareness And its effect on Learning

Topic 5:   How People Learn

7.1   Topic 1: Learning Psychology and Approaches to Learning

7.1.1 Subject Outcome 1: Explain the subject Learning Psychology as well as the rationale for its inclusion in the qualification

Learning Outcomes:

The student should be able to:

- Describe the subject Learning Psychology.
- Discuss the rationale for studying Learning Psychology and give own opinion of the necessity for its inclusion in the qualification.
- Explain the conditions for effective learning.

7.2   Topic 2: Brain-based Learning

7.2.1 Subject Outcome 1: Identify and explain the brain structure, its function, the cognitive processes and perception

Learning Outcomes:

The student should be able to:

- Identify and explain the brain structure and its function
- Explain the risk factors that influence brain activity
  Range: including, but not restricted to brain injury, brain chemicals such as dopamine and seratonin
- Explain the role of time management and its effect on human learning.

7.2.2 Subject Outcome 2: Identify and describe the cognitive processes and indicate their application in practice

Learning Outcomes:

The student should be able to:

- Read about and summarise the cognitive processes.
  Range: Lower order thinking and higher order thinking – Bloom's taxonomy)
- Explain the application of cognitive processes by using examples.
- Give own opinion of the cognitive processes in learning and how to apply it in practice.

7.2.3 Subject Outcome 3: Describe the meaning and significance of perception in learning

Learning Outcomes:

The student should be able to:

- Describe the meaning of perception by using examples
- Explain how perception affects learning
- Explain the reasons for perceptual problems
- Describe possible solutions for perceptual problems

7.3 Topic 3: Personality and Temperament Traits

7.3.1 Subject Outcome 1: Define and explain key personality and temperament traits

Learning Outcomes:

The student should be able to:

- Define personality and temperament traits by using examples
- Recognise and describe personality and temperament traits

7.3.2 Subject Outcome 2: Recognise individual differences in personality and temperament and describe how these differences affect learning

Learning Outcomes:

The student should be able to:

- Explain the individual differences in personality and temperament
- Describe how individual differences in personality and temperament influence learning
- Give own opinion of the effect of individual differences on learning

7.3.3 Subject Outcome 3: Identify and describe the five broad factors of the basic structure of the human personality/ temperament. (neuroticism, extroversion, openness, agreeableness and conscientiousness)

Learning Outcomes:

The student should be able to:

- List and describe the five broad factors of the basic structure of human personality/ temperament
- Evaluate own personality profile against the five factors
- Reflect on suitability of individual career path, based on the personality profile

7.4 Topic 4: Self-Awareness and its Effect on Learning

7.4.1 Subject Outcome 1: Define self-concept and explain its nature

Learning Outcomes

The student should be able to:

- Define the meaning of self-concept
- Explain the relationship between self-concept and self-confidence
- Identify ways to enhance self-confidence
- Reflect on factors and resources that affect self-concept

7.4.2 Subject Outcome 2: Define self-esteem and explain its influence on learning

Learning Outcomes:

The student should be able to:

- Explain the meaning of self-esteem by using examples
  Range: Self-efficacy and self-respect as components
- Explain how self-esteem affects learning
- Explain ways to enhance self-esteem
- Give own opinion of the effect of self-esteem on learning

7.4.3 Subject Outcome 3: Describe ways to enhance self-awareness

Learning Outcomes:

The student should be able to:
- Define self-awareness
- Describe methods to develop self-awareness
- Reflect upon and appraise the methods to develop self-awareness

7.4.4 Subject Outcome 4: Develop strategies for self-motivation

Learning Outcomes:

The student should be able to:
- Describe the meaning of self-motivation
- Investigate, develop and apply techniques for self-motivation
- Review the outcome of the application of techniques for self-motivation

7.5   Topic 5: How People Learn

7.5.1 Subject Outcome 1: Identify and describe types of conditioning and how these affect learning

Learning Outcomes:

The student should be able to:
- Define conditioning and identify types of conditioning in case studies
- Explain how types of conditioning affect learning
- Reflect on the implications of conditioning for application in practice

7.5.2 Subject Outcome 2: Explain learning through consequences of behaviour

Learning Outcomes:

The student should be able to:
- Define operant conditioning and reinforcement by using examples (positive, negative reinforcement, primary and secondary reinforcers and shaping – step by step)
- Explain how learning takes place through reinforcement strategies
- Give own opinion of operant conditioning

7.5.3 Subject Outcome 3: Describe modelling and informal learning

Learning Outcomes:

The student should be able to:
- Use examples to describe the meaning of modelling and learning
- Use examples to describe the meaning of informal learning
- Describe the implications of modelling and informal learning for practical application

7.5.4 Subject Outcome 4: Identify and explain forms of and requirements for e-learning

Learning Outcomes:

The student should be able to:
- Explain the meaning of e-learning
- Describe the requirements and skills needed for e-learning
- Describe the advantages and disadvantages of e-learning

8   RESOURCE NEEDS FOR THE TEACHING OF LEARNING PSYCHOLOGY - LEVEL 2.

8.1   Physical resources

- Rooms equipped with data projectors, white boards, flip chart paper, overhead projectors, screens, TV monitors, video/DVD players
- Research and resource centres with access to computers and internet; subject related magazines and DVDs or videos
- Simulation room or learning environment for practical demonstrations, micro-teaching, presentations, etc.

8.2   Human resources

- Librarian
- Lecturer suitably qualified with subject-related qualification on NQF Level 6 with at least a B Ed
- Assessor / moderator

8.3   Consumables

- Stationery
- Files for POEs
- Blank CDs, flash discs, video cassettes
- Writable transparencies
- Appropriate pens, pencils, erasers

8.4   Learning and teaching support materials

- Student guides
- Assessment guides
- Modules