



education

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SUBJECT GUIDELINES

LEARNING PSYCHOLOGY

NQF Level 3

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LEARNING PSYCHOLOGY - LEVEL 3

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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:

- Recognise and explain the meaning of the elements of learning abilities and how these relate to individual differences in learning.
- Identify and explain the interplay between nature and nurture and their effect on learning abilities.
- Identify and describe the principles of learning for reflective implementation in a variety of contexts.
- Recognise individual differences in learning styles in order to enhance learning in individual learners in a variety of contexts.
- Examine and implement a variety of appropriate teaching methods to accommodate different learning styles and to enhance individual learning in various contexts.
- Examine the meaning of values, beliefs and ethics and their influence on learning.
- Identify ethical problems, their causes and effects on learning and decision-making.

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 3 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 3 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 3*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Learning Abilities	20%
2 Principles of Learning	30%
3 Learning Styles and Methodologies	30%
4 Values and Ethics in Learning	20%
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 3, the student should have covered the following topics:

- Topic 1: Learning Abilities
- Topic 2: Principles of Learning
- Topic 3: Learning Styles and Methodologies
- Topic 4: Values and Ethics in Learning

7.1 Topic 1: Learning Abilities

7.1.1 Subject Outcome 1: Explain learning abilities and its effect on individual learning

Learning Outcomes:

The student should be able to:

- Describe learning abilities and give examples of their effect on learning.
- Describe and explain the nature of intelligences, including practical, multiple and emotional intelligences.
- Describe the elements of learning abilities.

7.1.2 Subject Outcome 2: Explain the interplay between nature and nurture and its effect on learning abilities

Learning Outcomes:

The student should be able to:

- Define nature and nurture with respect to determining intelligence.
- Use examples to explain the meaning of nature and nurture in determining intelligence.
- Do brain-writing and make deductions in terms of the influence of nature and nurture on learning.

7.2 Topic 2: Principles of Learning

7.2.1 Subject Outcome 1: Describe the principles of learning

Learning Outcomes:

The student should be able to:

- Describe the principles of whole brain (brain-based) learning and indicate its application in practice.
- Describe the principles of child learning and indicate its implications for practice
- Describe the principles of adult learning and indicate how it is implemented in practice.
- Reflect on the principles of learning and identify similarities and differences in whole brain learning (brain-based), child and adult learning principles.

7.3 Topic 3: Learning Styles and Methodologies

7.3.1 Subject Outcome 1: Explain different learning styles

Learning Outcomes:

The student should be able to:

- Read about, summarise and organise various learning styles.
- Identify learning styles in case studies.
- Select learning styles most suitable for own learning.
- Explain the effects of individual autonomous and cooperative learning.

7.3.2 Subject Outcome 2: Examine a variety of appropriate teaching methods to enhance individual learning

Learning Outcomes:

The student should be able to:

- Read about and summarise variety of teaching methods to accommodate different learning styles.
- Explain how a variety of teaching methods can accommodate different learning styles.
- Explain the need for a variety of teaching methods to accommodate different learning styles.

7.4 Topic 4: Values and Ethics in Learning

7.4.1 Subject Outcome 1: Investigate values, beliefs and ethics and their influence on learning

Learning Outcomes

The student should be able to:

- Use examples to explain the meaning of values, beliefs and ethics.
- Investigate the influence of values, beliefs and ethics on learning.
- Draw conclusions based on own investigation into the influence of values, beliefs and ethics on learning.

7.4.2 Subject Outcome 2: Explain ethical problems and its effects on learning and decision-making

Learning Outcomes:

The student should be able to:

- Identify and list ethical problems that can occur in a learning situation.
- Explain the possible causes of the ethical problems.
- Describe the effects of ethical problems on learning and decision-making.
- Reflect on own reactions to ethical problems.
- Develop a guide to making ethical decisions.

8 RESOURCE NEEDS FOR THE TEACHING OF LEARNING PSYCHOLOGY - LEVEL 3

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