



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LEARNING PSYCHOLOGY

NQF Level 4

April 2008

LEARNING PSYCHOLOGY - LEVEL 4

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Theories of learning

7.2 Problem solving and learning

7.3 Motivation and learning

7.4 Learning and its effects on a rewarding career

8 RESOURCE NEEDS FOR THE TEACHING OF LEARNING PSYCHOLOGY - LEVEL 4

8.1 Physical resources

8.2 Human resources

8.3 Consumables

8.4 Learning and teaching support materials

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

- Theories of learning
- Problem-solving and learning
- Motivation and learning
- Learning and its effects on achieving a rewarding career

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 4 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 4 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 4*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1 Theories of Learning	30%
2 Problem-solving and learning	30%
3 Motivation and learning	20%
4 Learning and its effect on achieving a rewarding career	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 4, the student should have covered the following topics:

- Topic 1: Theories of Learning
- Topic 2: Problem-Solving and Learning
- Topic 3: Motivation and Learning
- Topic 4: Learning and its Effects on Achieving a Rewarding Career

7.1 Topic 1: Theories of Learning

7.1.1 Subject Outcome 1: Explain the theory of social learning and demonstrate its application

Learning Outcomes:

The student should be able to:

- Define social learning and identify the theorist/s.
- Make a presentation of the theory of social learning (link to Fundamental Communication Studies).
- Provide examples of how the theory of social learning can be applied in practice.
- Describe own reaction to the social learning theory.

7.1.2 Subject Outcome 2: Explain the behaviourist theory of learning and its application

Learning Outcomes:

The student should be able to:

- Define the behaviourist theory of learning and name the relevant theorists.
- Organise and describe the type of behaviour, type of learning and the role of the learner with respect to each element of behaviourist theory (elements include classical conditioning, operant conditioning, and social learning as modelling or informal learning)
- Propose activities to enable application of behaviourist theory in practice.
- Give own opinion of the behaviourist theory.

7.1.3 Subject Outcome 3: Analyse the cognitive and constructivist theories of learning and their application

Learning Outcomes:

The student should be able to:

- Define the cognitive and constructivist theories of learning (including schemas, adaptive process, assimilation, accommodation, equilibration and transactional model) and identify the relevant theorists.
- Analyse the cognitive and constructivist theories of learning in order to illustrate and explain these.
- Provide examples of practical application of cognitive and constructivist theories of learning.
- Evaluate the cognitive and constructivist theories of learning and present a case for or against them.

7.1.4 Subject Outcome 4: Investigate and reflect on the socio-cultural and ecological theories of learning and their implications for practice

Learning Outcomes:

The student should be able to:

- Define socio-cultural and ecological theories of learning and name the relevant theorists.
- Compare socio-cultural and ecological theories of learning and development.
- Identify and summarise four implications of the socio-cultural theory for application in practice.
- Make a visual representation relating to the ecological theory of learning, including the four systems that influence human development and learning.
- Describe own reaction to the socio-cultural and ecological theories of human learning and development.

7.1.5 Subject Outcome 5: Explain the multiple intelligences theory of learning and its application within a variety of contexts

Learning Outcomes:

The student should be able to:

- Define and describe the multiple intelligences theory and identify its theorist.
- Identify the implications of the multiple intelligences theory for its application in practice.
- Propose activities for the application of the multiple intelligences theory in practice.
- Review the links between multiple intelligences theory and curricula in South Africa and in two other countries.

7.1.6 Subject Outcome 6: Explain the theory of maturation and compare it with the socio-cultural and ecological theories of learning and development

Learning Outcomes:

The student should be able to:

- Describe the meaning of maturation as a theory of development.
- Compare and appraise the theory of maturation and the socio-cultural and ecological theories of learning.
- Describe the implications of maturation for practical application.

7.2 Topic 2: Problem Solving and Learning

7.2.1 Subject Outcome 1: Explain and apply the stages of problem-solving in a variety of contexts

Learning Outcomes:

The student should be able to:

- Identify and explain the stages in problem-solving.
- Distinguish key factors that influence problem-solving.
- Apply the stages of problem-solving in a simulated practical demonstration related to learning e.g. access to resources, tools for assessment by peers and observer, etc.)
- Review, justify and adapt problem-solving techniques based on simulated application.

7.2.2 Subject Outcome 2: Explain and apply creativity in problem-solving

Learning Outcomes:

The student should be able to:

- Define creativity and identify characteristics needed for creative problem solving.
- Analyse and explain contexts necessary for creativity.
- Investigate and formulate ideas to enhance and improve creativity.
- Apply ideas for enhancing creativity in simulated situation.
- Review and adapt the ideas for enhancing creativity.

7.3 Topic 3: Motivation and Learning

7.3.1 Subject Outcome 1: Analyse and use theories of motivation

Learning Outcomes:

The student should be able to:

- Analyse and present Maslow's needs hierarchy.
- Analyse and explain the expectancy theory of motivation.
- Organise in order of priority, and explain each aspect of Maslow's needs hierarchy and its implications for motivation.
- Prepare and simulate a practical application of the expectancy theory of motivation.
- Review the practical application and propose a model and strategies to improve motivation.

7.3.2 Subject Outcome 2: Explain the goal theory of motivation and its application

Learning Outcomes:

The student should be able to:

- Explain the meaning of the goal theory of motivation.
- Investigate cognitive and neurological reasons for the significance of goal-setting for effective motivation.
- Reflect on the application of the goal theory in the South-African context.

7.3.3 Subject Outcome 3: Investigate behaviour modification and apply the theory in practice

Learning Outcomes:

The student should be able to:

- Define behaviour modification and describe suitable incentives for positive reinforcement.
- Examine the rules for using behaviour modification in order to motivate students.
- Prepare and simulate a practical application of behaviour modification theory to motivate students.
- Do a SWOT analysis of the practical application and indicate changes that could improve motivation.

7.3.4 Subject Outcome 4: Analyse and investigate intrinsic motivation and empowerment

Learning Outcomes:

The student should be able to:

- Explain the meaning of intrinsic motivation through an enriched learning task.
- Explain the meaning of empowerment motivation.
- Formulate the characteristics of an enriched learning task.
- Clarify the implications for practice of intrinsic motivation and motivation through empowerment.
- Reflect on learning, and the effect of an enriched task and empowerment on own learning.

7.4 Topic 4: Learning and its Effects on Achieving a Rewarding Career

7.4.1 Subject Outcome 1: Explain career success and research factors that determine a career choice

Learning Outcomes

The student should be able to:

- Define the meaning of career success.
- Conduct research to determine how people choose a career.
- Distinguish between vertical and horizontal career paths.
- Give own opinion on career choices and career paths.

7.4.2 Subject Outcome 2: Investigate job requirements and opportunities and undertake a career campaign to market own skills

Learning Outcomes:

The student should be able to:

- Investigate the market and requirements for career opportunities.
- Apply techniques to find a job in a simulated situation.
- Reflect on the techniques and explain their suitability for own use.

7.4.3 Subject Outcome 3: Develop and present a Curriculum Vitae (rèsumè)

Learning Outcomes:

The student should be able to:

- Research and catalogue the requirements for an effective Curriculum Vitae (rèsumè).
- Develop and present a Curriculum Vitae (rèsumè) in written format.
- Edit and adapt the Curriculum Vitae (rèsumè) based on the feedback received through the presentation.

7.4.4 Subject Outcome 4: Research core behaviours and competences for effective performance in a current career context

Learning Outcomes:

The student should be able to:

- Identify core behaviours and competences for current career situations.
- Investigate and construct possible questions frequently asked during an interview.
- Present a positive but accurate image during a simulated, role-played interview.
- Reflect on the feedback received and indicate adaptations.

8 RESOURCE NEEDS FOR THE TEACHING OF LEARNING PSYCHOLOGY - LEVEL 4

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 Portfolios of Evidence
- Blank CDs, flash discs, video cassettes
- Writable transparencies
- Appropriate pens, pencils, erasers

8.4 Learning and teaching support materials

- Student guides
- Assessment guides
- Modules