BPRI431- Creating the Self-Empowered Learner

ECTS Value: 5 ECTS   Contact Hours: 25
Self-Study Hours: 60   Assessment Hours: 40

Overall Objectives and Outcomes

The current trend towards student-centred teaching and learning is bringing about a shift from promoting effective teaching towards developing an understanding of how students learn. Consequently, the primary teacher needs to reflect that to be a truly effective teacher one needs to understand how the students learn. Prevalent literature calls for more emphasis on the students' learning processes through increased metacognition and critical reflection. This module will start with the assumption that learning is an intricate and complex process process involving different mental processes. This module provides learners with the opportunity to analyse and interpret various studies relating to cognition and learning and infer changes to classroom practice to further improve learning. In this module, learners will explore various processes in the brain and apply current research to education. It will also present the scenario that learning can no longer be viewed as a process which involves solely cognition (thinking). When students are going through a process of thinking during learning, they are also feeling and doing. Learning is part of our being and if one wants to learn, one must understand how one learns and then make sense of it so as to make one's mental mechanisms work most efficiently for him/her.

By the end of this module, the learner will be able to:

Competences

a.   Focus on learning processes when planning;
b.   Acquire a wide range of strategies for learning;
c.   Review and refine lesson planning;
d.   Devise a link between retrieval and transfer of knowledge and how this can be tackled in the classroom.
e.   Link the role of executive functioning to attention and its effect on academic achievement.

Knowledge

a.   Hold a rich conception of learning;
b.   Understand learner variability;
c.   Acknowledge learning as a social process;
d.   Distinguish between thinking (cognitive factors), feeling (affective factors) and doing (conative factors) and how each of these directly impact on learning;
e.   Understand the concepts learning to learn, metacognition and metalearning.
f.   Develop an understanding of the importance of sleep on learning;
g.   Demonstrate an understanding on sensitive periods in brain development;
h.   Expand their knowledge on different kinds of development and sensitive periods (emotional, social);
i.   Identify techniques that promote transfer of learning.

Skills

Applying knowledge and understanding

The learner will be able to:

a. Assess their own learning;
b. Develop strategies to engage different learners;
c. Recognise learners' different learning preferences;
d. Plan creatively with an understanding of how children learn;
e. Demonstrate advanced knowledge of how children learn;
f. Apply cognitive research to the classroom to support learning;

Assessment Methods

This module will be assessed through: Assignment: Ongoing Reflective Tasks.

Suggested Readings

Core Reading List

1. Beattie IV, Collins, B. & Mcinnes, B. (1997) Deep and surface learning: a simple or simplistic dichotomy? *Accounting Education*, 6 (1) pp. 1-12.
2. Biggs, J. (1985) The Role of Metacognition in Enhancing Learning Skills. *Proceedings of the Annual Conference of the Australian Association for Research in Higher Education*. Hobart: AARHE
3. Biggs, J. (1985) The Role of Metalearning in Study Process. British *Journal of Educational Psychology* 55 pp. 185-212
4. Brockbank, A. & McGill, I. (2011) Facilitation and the affective domain. In M. Pedler (ed) *Action Learning in Practice* (4th Edition) Surrey: Gower Publishing pp. 261-272.
5. Brophy, J.E. (2010) (3rd Edition) *Motivating Students to Learn*. New York, NY: Routledge.
6. Bruer, J.T. (1997) Education and the Brain: A Bridge Too Far. *Educational Researcher* 26 (8) pp .4-16.
7. Curry, L. (1990) A critique of the research on learning styles. *Educational Leadership*, 48 (2) pp.50-56.
8. Debello, T.C. (1990) Comparison of Eleven Major Learning Styles Models: variables, appropriate populations, validity of instrumentation and the research behind them. *Journal of Reading, Writing and Learning Disabilities* (6) pp. 203-222
9. Dweck, C.S. (2017) *Mindset – Updated Edition - How You Can Fulfil Your Potential*. London: Robinson.
10. Forsten, C., Goodman, G. & Grant, J. (2006) *The more ways you TEACH the more students you REACH: 86 strategies for differentiating instruction.* Peterborough, NH: Crystal Springs Books.
11. Hartman, H.J. (2013) (ed) *Metacognition in Learning and Instruction: Theory, Research and Practice*. Springer Science.
12. Hattie, J. (2012) *Visible Learning for Teachers. Maximizing impact on learning*. Oxon: Routledge.
13. Jarvis, P. (2006) (ed) *The Theory and Practice of Teaching* (2nd Edition). Oxon: Routledge.
14. Jarvis, P. (2006) *Towards a Comprehensive Theory of Human Learning, Lifelong Learning and the Learning Society*. London: Routledge.
15. Lafferty, H. & Burley, K. (2009) *Do Learning Styles Exist?* Available online www.learningstyles.webs.com.

16. Larkin, S. (2010) *Metacognition in Young Children*. Oxon: Routledge.
17. Novak, J.D. (1993) How do we learn our lesson? Taking students through the process. *The Science Teacher* 60 (3) pp. 51-55.
18. Twomey Fosnot, C. (2005) *Constructivism: Theory, Perspectives and Practice.* (2nd Edition) New York, NY: Teachers College Press.
19. Watkins, C. (2001) Learning about learning enhances performance. *Research Matters* (13) Spring pp. 1-9.
20. Weimer, M. (2002) *Learner-centred teaching: Five key changes to practice.* San Francisco, CA: Jossey-Bass.
21. Beruenger, C., Miranda, A., Colomer, C., Baixauli, I. & Rosello B. (2017) Contribution of Theory of Mind, Executive Functioning, and Pragmatics to Socialization Behaviors of Children with High Functioning Autism. Springer Science.
22. Karmiloff Smith, A. (2010) Neuroimaging of the Developing Brain: Taking developing seriously. Wiley-Liss, Inc.
23. Kelly, A. E. (2011) Can Cognitive Neoroscience Ground a Science for Learning? John Wiley & Sons.
24. Kirk, H., Gray, K., Ellis, K., Taffe, J. & Cornish, K. (2017) Impact of Attention Training on Academic Achievement, Executive Functioning, and Behavior: A Randomized Controlled Trial. Washingtion.
25. Thomas, M. & Victoria, K. (2009) Sensitive periods in brain development – implications for education policy. European Psychiatric Review

Supplementary Reading List

1. Bernholt, S., Neumann, K., Nentwig, P. (eds) (2012) *Making It Tangible. Learning Outcomes in Science Education*. Münster, Germany: Waxmann Verlags GmbH.
2. Biggs, J. (1987) Student Approaches to Learning and Studying. Hawthorn, Victoria, Australia: Australian Council for Educational Research.
3. Bruer, J.T. (1993) Schools for Thought. A Science of Learning in the Classroom. Cambridge, MA: MIT Press.
4. Bruer, J.T. (1999) The Myth of the First Three Years. A New Understanding of Early Brain Development and Lifelong Learning. New York, NY: The Free Press.
5. Dawkins, B.U., Kottkamp, R.B., Johnston, C.A. (2010) Intentional Teaching: The Let Me Learn® classroom in action. Thousand Oaks, CA: Corwin Press.
6. Dweck, C.S. & Masters, A. (2008) Self-Theories Motivate Self-Regulated Learning. In D.H. Schunk & B.J. Zimmerman (eds) Motivation and Self-Regulated Learning: Theory Research and Applications (pp, 31-51) New York, NY: Erlbaum.
7. Hattie, J. (2003). Teachers make a difference: What is the research Evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality, Melbourne.
8. Hattie, J. & Anderman, E.M. (2013) International Guide to Student Achievement. New York, NY: Routledge.
9. Hermida, J. (2015) Facilitating Deep Learning. Pathways to Success for University and College Teachers. Oakville,ON: Apple Academic Press.
10. Johnston, C.A. (1998) Let Me Learn. Thousand Oaks, CA: Corwin Press.
11. Johnston, C.A. (2010) Finding your way: Navigating life by understanding your learning self. Glassboro, NJ: Let Me Learn, Inc.
12. Kyrö, P., Seikkula-Leino, J. & Mylläri, J. (2011) Meta processes of entrepreneurial and enterprising learner: the dialogue between cognitive, conative and affective constructs. In O.J. Borch, A. Fayolle, P. Kyrö & E. Ljunggren Entrepreneurship Research in Europe: Evolving Concepts and Processes. Cheltenham: Edward Elgar Publishing pp. 56-84.
13. Sharp, J.G., Bowker, R., Byrne, J. (2008) The Trouble with VAK. Educational Futures Vol. 1 (1) pp.89-97.

14. Sharp, J.G., Bowker, R., Byrne, J. (2008) VAK or VAK-uous? Towards the trivialisation of learning and the death of scholarship. Research Papers in Education Vol. 23 93) pp. 293-314.

15. Stahl, S.A. (1999) Different Strokes for Different Folks? A Critique of Learning Styles. American Educator pp. 1-5.

16. Vanhear, J. (2015). Chapter 24: Vee Heuristics, Concept Mapping And Learning Patterns: Merging Metacognitive Tools and Learning Processes to Improve Facilitation of Learning with Primary Children in Calleja, C. & Johnston, C.A. (Eds.)(2015) A Learning Paradigm Informed by the Learning Self: A Compendium of Applied Research in the Let Me Learn Process. pp. 491- 506. Horizon and Forum on Learning Publication. Malta.

17. Vanhear, J. (2013) The use of Concept Mapping and Vee Heuristics in Higher Education to promote critical reflection and meaningful learning. Journal for Educators, Teachers and Trainers (JETT).

18. Vanhear, J. & Pace, P. (2008) Integrating knowledge, feelings and action: using Vee heuristics and concept mapping in education for sustainable development. Journal of Teacher Education for Sustainability. Vol 10-2008 (pp.42-55)

19. Vanhear, J. & Reid, A. (2014) Concept Mapping and Universal Design for Learning: Addressing Learner Variability. Paper presented at the Sixth International Concept Mapping Conference in Brazil.

20. Dundar, S., Ayvaz, U. (2016) From Cognitive to Educational Neuroscience. Canadian Centre of Science and Education.

21. Whitted, K. (2011) Understanding how social and emotion skills deficit contribute to school failure. Taylor & Francis.