

# LEARNING AND TEACHING PSYCHOLOGY FOR TEACHERS

|    |   |   |   |
|----|---|---|---|
| 1  | Course Title:   | LEARNING AND TEACHING PSYCHOLOGY FOR TEACHERS   |   |
| 2  | Course Code:  | SIN5102   |   |
| 3  | Type of Course:   | Compulsory  |   |
| 4  | Level of Course:  | Second Cycle  |   |
| 5  | Year of Study:  | 1   |   |
| 6  | Semester:   | 2   |   |
| 7  | ECTS Credits Allocated:                                 | 6.00  |   |
| 8  | Theoretical (hour/week):                                | 3.00  |   |
| 9  | Practice (hour/week):                                   | 0.00  |   |
| 10 | Laboratory (hour/week):                                 | 0   |   |
| 11 | Prerequisites:  | Yok.  |   |
| 12 | Language:   | Turkish   |   |
| 13 | Mode of Delivery:                                       | Face to face  |   |
| 14 | Course Coordinator:                                     | Prof. Dr. ASUDE BİLGİN  |   |
| 15 | Course Lecturers:                                       |   |   |
| 16 | Contact information of the Course Coordinator:          | Prof. Dr. Asude Bilgin<br>asudebilgin@uludag.edu.tr<br>0224 2942283   |   |
| 17 | Website:  |   |   |
| 18 | Objective of the Course:                                | This course has been prepared to introduce teacher candidates from various perspectives about learning, which is a basic concept that explains behavioral change in individuals.    |   |
| 19 | Contribution of the Course to Professional Development: | It is very important for teachers to understand the phenomenon of learning, which can be considered as the most basic subject of the teaching profession, and to know how to learn. |   |
| 20 | Learning Outcomes:                                      |   |   |
|    |   | 1   | Recognize the basic concepts of psychology of learning. They can explain them orally or in writing and know the methods of obtaining information in this field. |
|    |   | 2   | They can explain the motives that are the source of an individual's behavior and gain a new perspective on human behavior.                                      |
|    |   | 3   | They can explain the motives that are the source of an individual's behavior and gain a new perspective on human behavior.                                      |
|    |   | 4   | They can explain and discuss contemporary learning and teaching theories.   |
|    |   | 5   | They can compare them and discuss factors affecting learning.   |
|    |   | 6   | They can understand<br>Understand the importance of learning-teaching theories and approaches.  |
|    |   | 7   | They can make inferences about in-class applications of learning-teaching theories.   |
|    |   | 8   |   |
|    |   | 9   |   |
|    |   | 10  |   |

|  |  |  |        |
|--|--|--|--------|
| 21   | Course Content:  |  |        |
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| Week   | Theoretical  | Practice   |        |
| 1  | Introducing the course objectives, content, teaching style, evaluation and student responsibilities. The history of learning and definition of what has been done on this issue. |  |        |
| 2  | Basic concepts of learning and factors affecting learning  |  |        |
| 3  | Behaviorism and Learning; Classical Conditioning - Coupling - Conjugation (Pavlov, Watson, Guthrie, Thorndike)   |  |        |
| 4  | Operant conditioning (Skinner)   |  |        |
| 5  | Social - Cognitive Learning (Bandura)  |  |        |
| 6  | Gestalt Psychology and Learning (Wertheimer, Kofka); Perception and Perception Laws  |  |        |
| 7  | Insightful Learning (Köhler): Latent Learning (Tolman); Field Theory (Lewin).  |  |        |
| 8  | Humanistic Psychology and Learning (Maslov, Rogers); Hierarchy of Needs - Self-Perception  |  |        |
| 9  | Cognitive psychology and learning; information processing theory   |  |        |
| 10   | Neuropsychology and Learning (Hebb); learning products model (Gagne)   |  |        |
| 11   | Intelligence and Learning Relationship: The Theory of Multiple Intelligences   |  |        |
| 12   | Learning Strategies and Learning Styles  |  |        |
| 13   | Individual presetations  |  |        |
| 14   | Individual presetations and general evaluation   |  |        |
| 22   | Textbooks, References and/or Other Materials:  | Mangal, S.K. and Mangal, S. Learning and Teaching Hardcover – January 1, 2017. |        |
| 23   | Assesment  |  |        |
| TERM LEARNING ACTIVITIES   |  | NUMBE R  | WEIGHT |
| Midterm Exam   |  | 0  | 0.00   |
| Quiz   |  | 0  | 0.00   |
| Home work-project  |  | 1  | 40.00  |
| Final Exam   |  | 1  | 60.00  |
| Total  |  | 2  | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade |  | 40.00  |        |
| Contribution of Final Exam to Success Grade                      |  | 60.00  |        |
| Total  |  | 100.00   |        |
| Measurement and Evaluation Techniques Used in the Course         |  | Individual presentations and final exam  |        |
| 24   | ECTS / WORK LOAD TABLE   |  |        |

| Activites                  | Number | Duration (hour) | Total Work Load (hour) |
|----------------------------|--------|-----------------|------------------------|
| Theoretical                | 14     | 3.00            | 42.00                  |
| Practicals/Labs            | 0      | 0.00            | 0.00                   |
| Self study and preperation | 4      | 24.00           | 96.00                  |
| Homeworks                  | 1      | 20.00           | 20.00                  |
| Projects                   | 0      | 0.00            | 0.00                   |
| Field Studies              | 0      | 0.00            | 0.00                   |
| Midterm exams              | 0      | 0.00            | 0.00                   |
| Others                     | 0      | 0.00            | 0.00                   |
| Final Exams                | 1      | 21.00           | 21.00                  |
| Total Work Load            |        |                 | 179.00                 |
| Total work load/ 30 hr     |        |                 | 5.97                   |
| ECTS Credit of the Course  |        |                 | 6.00                   |

| 25  | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |     |       |     |     |          |     |     |        |      |      |             |      |      |      |      |
|---|---|-----|-------|-----|-----|----------|-----|-----|--------|------|------|-------------|------|------|------|------|
|   | PQ1   | PQ2 | PQ3   | PQ4 | PQ5 | PQ6      | PQ7 | PQ8 | PQ9    | PQ10 | PQ11 | PQ12        | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1   | 1   | 1   | 1     | 2   | 1   | 2        | 1   | 1   | 2      | 3    | 1    | 1           | 1    | 1    | 2    | 3    |
| ÖK2   | 1   | 2   | 1     | 1   | 2   | 3        | 1   | 1   | 2      | 2    | 2    | 1           | 2    | 1    | 2    | 1    |
| ÖK3   | 2   | 1   | 2     | 1   | 1   | 1        | 2   | 1   | 1      | 2    | 2    | 2           | 1    | 2    | 2    | 2    |
| ÖK4   | 1   | 1   | 1     | 2   | 2   | 2        | 1   | 2   | 2      | 2    | 2    | 2           | 1    | 2    | 1    | 1    |
| ÖK5   | 3   | 1   | 1     | 2   | 1   | 1        | 1   | 1   | 2      | 2    | 2    | 2           | 2    | 1    | 2    | 2    |
| ÖK6   | 1   | 1   | 1     | 2   | 1   | 2        | 2   | 2   | 2      | 2    | 1    | 2           | 1    | 1    | 2    | 2    |
| ÖK7   | 2   | 2   | 1     | 2   | 2   | 1        | 1   | 1   | 1      | 1    | 2    | 1           | 1    | 2    | 1    | 2    |
| LO: Learning Objectives    PQ: Program Qualifications |   |     |       |     |     |          |     |     |        |      |      |             |      |      |      |      |
| Contribution Level:                                   | 1 very low  |     | 2 low |     |     | 3 Medium |     |     | 4 High |      |      | 5 Very High |      |      |      |      |