



ST ANDREW'S THEOLOGICAL COLLEGE (SATC)

COURSE NAME: CONCEPTS OF TEACHING AND LEARNING

COURSE CODE: ED203

COURSE CREDIT: 3

COURSE DESCRIPTION:

This course takes the participant through varying concepts of teaching and learning and how they may impact on the key stakeholders in an educational setting. It provides for an understanding of the characteristics of learners and teachers from varying perspectives whilst providing a background to the 'why', 'how' and 'what' of teaching and learning. Its underlying philosophy is the learner as central to educational planning and policy. The course consequently has a focus also on why teaching should be tailored. It provides insights into instructional design which is a contributory agent in learner motivation and classroom management.

AIM:

This course aims to:

- Provide varied perspectives on teaching and learning
- Provide varied perspectives on the teacher and the learner
- Provide insights into the concept of the learner as central to teaching
- Present theories on how people learn
- Help participants to understand the underlying features of instructional design
- Enable participants to make associations with their own experiences and new learnings

LEARNING OUTCOMES:

Students will be able to:

- Reflect on varied concepts of teaching and learning
- Describe the phases of learning
- Draw conclusions about the nature of the learner and the teacher in the educational setting
- Apply learning theories to preliminary instructional design
- Analyze the nature of the teacher/learner relationship
- Compare and contrast their initial beliefs and understandings of teaching and learning with new understandings

COURSE CONTENT:

- Concepts of Teaching and Learning
- The Nature of the Learner
- The Nature of the Teacher
- Whose needs matter in educational planning?
- Teacher/Learner relationship
- How people learn
- Phases of learning of learning such as expectancy, attention, apprehending, encoding...
- Impact of varying conceptualizations on Instructional Design
- Motivating the Learner
- Classroom Management



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COURSE TEXTS:

Gagne, R. (1992). *Principles of instructional design*. (4th ed.). Wadsworth Publishing: USA.
Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach*. (4th ed.). White Plains, NY: Longman
Schon, D. (1991). *Educating the reflective practitioner: Towards a new design for teaching and learning*. San Francisco: Jossey-Bass.

WEBSITES

(Author unknown) Explorations in Learning & Instruction: The Theory Into Practice Database <http://psychclassics.yorku.ca/topic.htm>
Bruner, J. Constructivist theory. [On-line]. Available: <http://www.gwu.edu/~tip/bruner.html>
Gagne, R. Conditions of learning [On-line]. Available: <http://www.gwu.edu/~tip/gagne.html>
Schuman, L. (1996). Perspectives on instruction. [On-line]. Available: <http://edweb.sdsu.edu/courses/edtec540/Perspectives/Perspectives.html>

TEACHING STRATEGIES:

Lectures
Discussion
Student Presentations
Journal Writing

COURSE ASSESSMENT:

(Coursework)
Reflective Essay 20%
Guided journal 20%
(Final Exam)
Analysis of case study 30%
Essay 30%

TOTAL 100%