

Module Guideline

CAIC Understanding learning and teaching

Session 2014

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Module Synopsis

This module examines theories of learning and learning perspectives, the influence of learner diversity and individual differences in learning at higher institutions in Malaysia. Further emphasis is given on the importance of identifying learning needs and learning styles in order to encourage and promote meaningful learning. Also, the various teaching approaches, tools and resources to support effective delivery are evaluated.

Unit 01: Theories of learning and learning perspectives.

Participants should be able to:

CO 01

distinguish the differences between the behaviorist, cognitive, humanist and constructivist theories of learning.

CO 02

evaluate learning taxonomies (cognitive, psychomotor, affective domains).

CO 03

construct course outcomes (COs) using appropriate learning taxonomies.

Module Delivery

- Lecture.
- Discussion- class & small team.
- Q&A session.

Duration

3 hours

Target Participants

- Primary - new lecturers
- Secondary - post graduate students

Assessment

Methods	CO 01	CO 02	CO 03
Quiz 1	5%		
Quiz 2		5%	
Group discussion			5%

Assessment topics:

1. Four learning theories (behaviorist, cognitivist, constructivist and humanist) and Bloom's taxonomy
2. Applying Bloom's taxonomy in formulating course outcomes

Unit 02: Learner diversity and learning styles

Participants should be able to:

CO 01

analyze factors influencing learner differences.

CO 02

evaluate learning styles models.

CO 03

create appropriate learning environment to suit learner differences and learning styles.

Module Delivery

- Lecture.
- Discussion- class & small team.
- Q&A session

Duration

3 hours

Target Participants

- Primary - new lecturers
- Secondary - post graduate students

Assessment

Methods	CO 01	CO 02 & CO 03
Discussion and group presentation	15 %	25%

Assessment topics:

1. Internal and external factors influencing learning.
2. Learning styles models at higher institutions.

Unit 03: Effective teaching and delivery approaches.

Participants should be able to:

CO 01

plan conducive learning environment to support the 21st century education.

CO 02

evaluate teaching and learning activities in line with the Constructivist approach.

CO 03

demonstrate effective classroom management.

Module Delivery

- Lecture.
- Discussion- class & small team.
- Q&A session.

Duration

3 hours

Target Participants

- Primary - new lecturers
- Secondary - post graduate students

Assessment

Methods	CO 01	CO 02 & CO 03
Group presentation	20%	
Reflection		25%

Assessment topics:

1. Pedagogy and andragogy.
2. Effective management of the teaching and learning activities in classrooms.