I Course Number: Education 23  Credit: 3 units
II Course Title: Facilitating Learning  Pre-requisite:
III Course Description: The course emphasizes contemporary theories and research on learning. As such, some of the traditional theories of learning will not be addressed in detail. The exploration and discussion of these theories and research will focus on how these apply to the Philippines, regional, local and personal experience. More importantly, the processing of the theories and research how teacher may use the various ideas to better facilitate the learning processes among students.

IV Course Objectives: At the end of the course, the students can:

Cognitive (Knowledge)
1. Cite basic approaches to studying learning and knowledge in complex domains;
2. Compare and contrast, organize and synthesize the different research and theories related to the factors affecting learning;

Affective (Attitude)
1. Observe and reflect on the applicability of the theories of students in their local (i.e., community, regional, or Philippine) context.
2. Articulate their own views and ideas on how students learn in different domains and the factors that influence this process;
3. Appreciate value and respect the difficult and complex processes that students undergo in the learning process
4. Appreciate, value and respect the uniqueness in the learning of each student, and the diversity characteristic of learning with a group of students

Psychomotor (Skills)
1. Relate the various theories and research findings to their own understanding of different teaching methodologies; and
2. Express some insights regarding how the design of teaching methodologies and learning activities should take into consideration the various forms of knowledge regarding child and adolescent development.

V Course Outline  No. of Hours

A. Understanding Learning Patterns and Knowledge Acquisition
1. Defining Learning: Different Metaphors and theories of Learning. 2
2. What is being learned?
   2.1. Types and qualities of knowledge
   2.2. Blooms' Taxonomy of Knowledge Vs. Anderson
4. Learning Strategies and Metacognitive processes. 1
5. Teacher strategies for facilitating the cognitive and metacognitive processes in learning. 2

C. Motivational Factors in Learning

1. Defining motivation and motivational problems in learning. 1
2. Intrinsic and Extrinsic Motivation. 1
3. Self-Competency belief/Self Efficacy/Self-Expectation/Academic Self-Concept and Outcome Expectancy Belief. 2
4. Goal Theories in Learning. 2
5. Self-Regulation: Coordinating cognition and motivation in learning. 2
6. Classroom Environmental Factor Shaping Motivation. 1
7. Teacher Strategy for facilitating positive motivational processes in learning. 2

D. Developmental Dimension of Learning

1. Child VS. Adolescent VS. Adult Learning: Similarities and Differences. 2
2. Young Children Biological Disposition learning privileged domain. 2
3. Development of learning strategies and metacognitive processes. 1
4. Understanding the challenges of adult learning. 1
5. Teaching strategies for addressing the developmental dimension of learning. 2

E. Socio-Cultural Dimension

1. Social processes in learning. 2
2. Communication patterns in learning. 1
3. Social and cultural influences on the Cognitive and Motivational process of learning. 2
4. Theories of learning on Socio-cultural dimension. 1
5. Teaching strategies in addressing the socio-cultural dimension of learning. 2

F. Sources of Individual Differences

1. Intelligence. 3
   1.1. Theories of Intelligence
   1.2. Process Theories
   1.3. Relationship between I.Q. and Academic Learning Achievement
2. Theories of Styles. 3
   2.1. Cognitive Styles
   2.2. Learning Styles
   2.3. Learning Preferences
3. Students with special learning needs. 2
4. Understanding diversity in learning. 2
5. Using diversity as a resource for learning in the classroom. 2

G. Integration of the HCDC’s VMG

1. Totally integrated person 2

Total no. of hours 54 hours
VI. References

A. Books


B. Web Resources
www.learning_theories.com
