Title: LEARNING AND COGNITION: STYLES AND STRATEGIES
Status: Definitive
Code: 4003PSYSCI (113628)
Version Start Date: 01-08-2011

Owning School/Faculty: Natural Sciences & Psychology
Teaching School/Faculty: Natural Sciences & Psychology

Fiona Simmons

Academic Level: FHEQ4
Credit Value: 12.00
Total Delivered Hours: 22.00

Total Learning Hours: 120
Private Study: 98

Delivery Options
Course typically offered: Standard Year Long

Component | Contact Hours
--- | ---
Lecture | 22.00

Grading Basis: 40%

Assessment Details

<table>
<thead>
<tr>
<th>Category</th>
<th>Short Description</th>
<th>Description</th>
<th>Weighting (%)</th>
<th>Exam Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>AS1</td>
<td>Coursework: 100% (2000 word report-Learning Profile and Personal Development Plan)</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Aims

1. To raise student's metacognitive ability, i.e. awareness of the ways in which they conceptualise learning, approach learning tasks, acquire and organise information.
2. To examine key theories and research in the area of student learning and cognition.
3. To enable students to develop and practice their learning and thinking skills.
4. To illustrate the educational implications of cognitive styles, learning styles & strategies.
Learning Outcomes

After completing the module the student should be able to:

1. Describe and discuss the impact of cognitive styles, learning styles and strategies on the quality of learning.
2. Relate theory to practice by reporting on their self-evaluation exercises.
3. Produce a personal action plan for their own academic development.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

- essay  

Outline Syllabus

Honey and Mumford's (1986) learning styles (Activist, Reflector, Theorist and Pragmatist); Kolb's Learning Cycle; The qualitative distinction between deep and surface approaches to learning; Methods of memory improvement; Test anxiety; Skills development (e.g. reading skills, essay writing, critical thinking)

Learning Activities

1. Attend lectures
2. Complete and reflect on self-assessment exercises
3. Directed reading

References

<table>
<thead>
<tr>
<th>Course Material</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Gibbs, G</td>
</tr>
<tr>
<td>Publishing Year</td>
<td>1992</td>
</tr>
<tr>
<td>Title</td>
<td>Improving the Quality of Student Learning</td>
</tr>
<tr>
<td>Subtitle</td>
<td></td>
</tr>
<tr>
<td>Edition</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>Technical and Educational Services Ltd.</td>
</tr>
<tr>
<td>ISBN</td>
<td>AA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Material</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Honey, P &amp; Mumford, A.</td>
</tr>
<tr>
<td>Publishing Year</td>
<td>1992</td>
</tr>
<tr>
<td>Title</td>
<td>The Manual of Learning Styles</td>
</tr>
<tr>
<td>Subtitle</td>
<td></td>
</tr>
</tbody>
</table>
Notes

This module provides an introduction to the role of cognitive styles, learning styles and strategies in determining the quality of student learning. Students will gain a personal insight of the learning process and the manner in which they acquire and organise information. Within lectures students will practice and develop their thinking and learning skills.
Learning assessments provide data on the status of learning, which can be used to monitor the quality of systems and student learning outcomes. Regular monitoring can reveal changes over time in response to interventions to improve student outcomes, providing feedback and additional data for decision-making. Learning data, in conjunction with other dimensions of quality such as context, teaching and learning environment, and learner characteristics can reveal the factors that most affect learning outcomes. By revealing gaps in student achievement and service provision, data can be used to identify and address the quality of student effort and students.

Engagement as being composed of the two aspects of studying for meaning and understanding (Marton and). Student-centred active learning. There is a consensus that interactive as opposed to didactic teaching improves academic success and promotes the inclusion of learners who might feel like outsiders (Crosling, As-Saber & Rahman, 2008; Parker et al., 2005; Haggis & Pouget, 2002; Thomas, 2002; Bamber & Tett, 2001).