Liverpool John Moores University

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

Team	Leader
Fiona Simmons	Y

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	22.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Coursework: 100% (2000 word report-Learning Profile and Personal Development Plan)	100.0	

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	1	2	3

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

Course Material	Book
Author	Gibbs, G
Publishing Year	1992
Title	Improving the Quality of Student Learning
Subtitle	
Edition	
Publisher	Technical and Educational Services Ltd.
ISBN	

Course Material	Book
Author	Honey, P & Mumford, A.
Publishing Year	1992
Title	The Manual of Learning Styles
Subtitle	

Edition	3rd
Publisher	P.Honey
ISBN	

Course Material	Book
Author	Sternberg, R. J. & Zhang, L.
Publishing Year	2001
Title	Perspectives on thinking, learning and cognitive styles.
Subtitle	
Edition	
Publisher	Lawrence Erlbaum
ISBN	

Course Material	Book
Author	Cotrell, S.
Publishing Year	2003
Title	The study skills handbook
Subtitle	
Edition	
Publisher	Palgrave
ISBN	

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 iden connotes the quality of student effort and students. engagement as being composed of the two aspects of. studying for meaning and understanding (Marton and.Â Student-centred active learning. There is a consensus that interactive as opposed to didactic teaching improves academic success and pro-motes 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).