

## Subject Description Form

| <b>Subject Code</b>                            | APSS 5019   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
|--|---|------------------|--|----------------------------|-----------------------|------------------|---------------------------------------|-----|----|------------|-----|----|--|-----|----|----------------|----|----|
| <b>Subject Title</b>                           | Learning Processes and Problems   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Credit Value</b>                            | 3   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Level</b>                                   | 5   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | Nil   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Minimum Pass Grade</b>                      | D   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Assessment Methods</b>                      | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Quizzes</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Seminar Presentation and Written Report</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ the course grade is calculated according to the weight percentages assigned;</li> <li>▪ the completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul> |                  |  | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Class Attendance and Participation | 20% | -- | 2. Quizzes | 30% | -- | 3. Seminar Presentation and Written Report | 50% | -- | 0% Examination | -- | -- |
| 100% Continuous Assessment                     | Individual Assessment   | Group Assessment |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| 1. Class Attendance and Participation          | 20%   | --               |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| 2. Quizzes                                     | 30%   | --               |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| 3. Seminar Presentation and Written Report     | 50%   | --               |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| 0% Examination                                 | --  | --               |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |
| <b>Objectives</b>                              | <p>The subject focuses on an integrated study of theories, research findings and practice in the realm of learning and motivation, as well as discussing their implications for professional educational/ school psychologists. The syllabus is designed to respond to issues and concerns associated with learning and instruction as a result of educational reforms both in local and global contexts at the turn of the 21<sup>st</sup> century. <b>Firstly</b>, the subject aims at enabling students (Educational Psychologists-in-Training, EPiTs) to acquire and apply historical and contemporary theories, and culturally relevant knowledge of learning and motivation for improving effectiveness of learning and teaching.</p>   |                  |  |                            |                       |                  |                                       |     |    |            |     |    |  |     |    |                |    |    |

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|  | <p><b>Secondly</b>, the interrelationships among biological, behavioral, cognitive, social, cultural and educational factors that govern learning processes and motivation are examined. In particular the subject discusses the influence of Chinese cultures on student learning and teaching instruction, as well as some associated problems in the local and global contexts. <b>Thirdly</b>, The important notions of schools today as learning organizations and also organizations for learning are highlighted, and their implications for services of professional educational psychologists are also considered.</p>   |
| <p><b>Intended Learning Outcomes</b></p> | <p>This subject provides students (Educational Psychologists-in-Training, EPiTs) with an overview of various theories, research and practice of learning and motivation, and to consider how these can be utilized for practicum and future practice within multi-professional and cultural contexts. During and upon successful completion of this subject, the EPiTs should benefit from the following learning outcomes through written products, class discussions and activities, and be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the major tenets of the theories human learning and motivation, including historical and contemporary knowledge, and empirical research;</li> <li>b. Apply theories of learning and motivation to psycho-educational situations and discuss teaching and learning practices in the context of these theories;</li> <li>c. Identify and describe key features of the contexts in which school-age students be motivated to learn and develop;</li> <li>d. Give a comprehensive description of classrooms as social situations and to make realistic suggestions about change in classrooms for effective learning and teaching;</li> <li>e. Identify different learning styles and strategies across different situations , and to consider teaching and learning processes from an interactionist perspective; and</li> <li>f. Negotiate and respond to requests for professional consultation with teachers and associated stakeholders over problems of learning in classrooms and issues associated with students' motivation.</li> </ol> |

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| <p><b>Subject Synopsis/<br/>Indicative Syllabus</b></p> | <ol style="list-style-type: none"> <li>1. Introduction: Thinking about Psycho-educational-social-cultural Contexts</li> <li>2. An Overview of Learning Theories: Classical and Contemporary Approaches       <ol style="list-style-type: none"> <li>2.1 Behaviorist Theories: Watson(1913)</li> <li>2.2 Social Cognitive Theory: Bandura et al. (1963)</li> <li>2.3 Information Processing: Ornstein &amp; Haden (2001)</li> <li>2.4 Cognitive Theories: Anderson (1993)</li> <li>2.5 Development &amp; Learning: Piaget (1959)</li> <li>2.6 Constructivism: Vygotsky (1978)</li> <li>2.7 Learning from Peers: Lillard(2005)</li> <li>2.8 Interpersonal Influences on Learning: Ladd et al. (2002), Gonzalez-DeHass et al.(2005)</li> <li>2.9 Content-Area Learning &amp; Learning Disabilities: Swanson et al.(2004)</li> <li>2.10 Culture &amp; Learning: Stigler &amp; Stevenson (1992)</li> </ol> </li> <li>3. An Overview of Theories of Motivation: Motivational processes affecting learning       <ol style="list-style-type: none"> <li>3.1 How Praise Moulds Students’ Beliefs, Motivation, &amp; Performance (in surprising ways): Dweck (1986,2002)</li> <li>3.2 A Social-Cognitive Approach to Motivation and Personality: Dweck &amp; Leggett(1988)</li> <li>3.3 Gender and Domain Differences in Children’s Self-Competence and Values: Jacobs et al (2002)</li> <li>3.4 Expectancy–Value Theory of Achievement Motivation: Wigfield&amp; Eccles (2000)</li> </ol> </li> <li>4. The Interaction of Teachers and Students on Learning and Motivation: <i>How to Enhance Students’ Learning and Improve Teachers’ Instruction</i> <ol style="list-style-type: none"> <li>4.1 Research and Applications of Goal Theories: Goal-setting &amp; Learning Motivation</li> <li>4.2 Enhancing Students’ Motivation</li> <li>4.3 Instructional Environment That Fosters Motivation</li> <li>4.4 Effects of Social Cognitions on Motivation of Children and Adolescents</li> <li>4.5 Biological, Cognitive, Social, Cultural and Contextual Factors Impacting Learning and motivation</li> </ol> </li> <li>5. Implications for Educational Psychologists in Learning Processes: <i>Effective Learning Processes and Learning Environments</i> <ol style="list-style-type: none"> <li>5.1 Students with Diverse Learning and Thinking Styles</li> <li>5.2 Different Approaches to Thinking &amp; Learning</li> <li>5.3 Learning about Learning &amp; Ecology of the Classroom</li> <li>5.4 Enhancing Teachers Learning</li> <li>5.5 Building Learning Communities: Key Notions of Schools Todayas Learning Organizations and Organizational Learning</li> </ol> </li> </ol> |
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**Teaching/Learning Methodology**

During class meetings in lectures and seminars, students (Educational Psychologists-in-Training, EPiTs) are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. Therefore they are required to spend some time discussing the required and supplementary readings as recommended. A problem-solving model is promoted, and EPiTs are provided with de-identified case examples for illustration of teaching points related to theories of learning, instruction and motivation. Interactive discussions and audio-visual presentation on various learning approaches and their applications are encouraged during lectures and seminars, with support of lecture notes and brief assignments.

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks          | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |   |   |
|--|-------------|--|---|---|---|---|---|
|  |             | a  | b | c | d | e | f |
| 1. Class attendance and participation      | 20%         | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Quizzes                                 | 30%         | ✓  | ✓ | ✓ |   | ✓ |   |
| 4. Seminar presentation and written report | 50%         | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Total                                      | 100 %       |  |   |   |   |   |   |

- Readings.** Assigned readings are arranged prior to each lecture. Quizzes are designed to monitor academic progress in required readings.
- Attendance and participation.** Class participation is rated for each class based on preparation and participation in class discussion and activities. Grades for discussion participation are based on the quality of discussion questions presented and participation in class discussion. To complete the assessment component of class attendance and participation, students (Educational Psychologists-in-Training, EPiTs) are required to attend all class meetings and notify the subject teacher(s) concerned before the meeting if he/she expects to miss any of the classes. Unexcused absences or coming late will reduce the grade. Incompletion of this component will lead to a failing grade for the subject.
- Seminar presentations.** Academic / Professional journal article presentations should include the main points of the article(s) read, including rationale, participants, methods, key findings, and discussion questions related to the article. Presentations should include a handout for the class.
- Final individual paper or group project report or research proposal.** Each student should complete one paper/ report based on current theoretical and empirical research on human learning and motivation. Regardless the formats of individual paper/ group project report/ research proposal, each student should demonstrate efforts to summarize relevant existing literature on a topic relevant to the subject matters, and able to examine associated issues in psycho-educational context. Each student should beware of how the role of professional

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|                                      | <p>educational psychologists relates to the implications of current theoretical and empirical research on interaction of teachers and students, learning processes and motivation, and make some effective recommendations for initiating positive changes adaptable to local context and culture.</p> <p>5. <b>Quizzes.</b> Quizzes are arranged throughout the course and should assess theoretical and applied aspects of this subject syllabus.</p>   |          |
| <b>Student Study Effort Required</b> | Class contact:  |          |
|                                      | <ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>   | 27 Hrs.  |
|                                      | <ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>   | 12 Hrs.  |
|                                      | Other student study effort:   |          |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation for Quiz</li> </ul>  | 50Hrs.   |
|                                      | <ul style="list-style-type: none"> <li>▪ Preparation for Seminar Presentation</li> </ul>  | 42Hrs.   |
|                                      | Total student study effort  | 131 Hrs. |
| <b>Reading List and References</b>   | <p><b><u>Recommended Books and Journal Articles</u></b></p> <p>Anderson, C. A. &amp; Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. <i>Journal of Personality and Social Psychology</i>, 78, 772-790.</p> <p>Anderson, J. R. (1993). Problem solving and learning. <i>American Psychologist</i>, 48, 35-44.</p> <p>Bandura, A., Ross, D., &amp; Ross, S. A. (1963). Imitation of film-mediated aggressive models. <i>Journal of Abnormal and Social Psychology</i>, 66, 3-11.</p> <p>Bandura, A. &amp; Schunk, D. H. (1982). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. <i>Journal of Personality and Social Psychology</i>, 41, 586-598.</p> <p>Crosnoe, R. (2006). The connection between academic failure and adolescent drinking in secondary school. <i>Sociology of Education</i>, 79, 44-60.</p> <p>Crystal, D. S., Chen, C., Fuligni, A.J., Hsu, C-C., Ko, H-J., Kitamura, S., &amp; Kimura, S. (1994). Psychological maladjustment and academic achievement: A cross-cultural study of Japanese, Chinese, and American high school students. <i>Child Development</i>, 65, 738-753.</p> |          |

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- Dweck, C. (2002). Messages that motivate: How praise moulds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (ed.), *Improving Academic Achievement: Impact of Psychological Factors on Education*. Boston: Academic Press.
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### **Recommended Academic and Professional Journals**

1. *American Educational Research Journal*
2. *American Psychologist*
3. *Brain Research*
4. *British Journal of Educational Psychology*
5. *Child Development*
6. *Cognitive Psychology*
7. *Contemporary Educational Psychology*
8. *Developmental Psychology*
9. *Educational Psychologist*
10. *Educational Psychology in Practice*, published by Association of Educational Psychologists, Durham, England, U.K.
11. *Instructional Science*

12. *Journal of Applied Developmental Psychology*
13. *Journal of Educational Psychology*
14. *Journal of Experimental Child Psychology*
15. *Journal of Personality and Social Psychology*
16. *Journal of Verbal Learning & Verbal Behavior*
17. *Psychological Review*
18. *Psychological Science*