

Module 02 Psychology of Teaching and Learning

Stage								1
Semester								1,2
Module Title								Psychology of Teaching and Learning
Module Number								02
Module Status								Mandatory
Module ECTS Credits								10
Module NFQ level								8
Pre-Requisite Module Titles								Grade 8 Instrumental Performance, Grade 6 Theory
Co-Requisite Module								Modules 1, 3, 4, 5, 6
Capstone Module?								No
List of Module Teaching Personnel								Melanie Eggleston Aingeala de Burca
Contact Hours					Non-contact Hours		Total Effort (hours)	
36					164		200	
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work		
18	9	9					200	
Allocation of Marks (Within the Module)								
	Continuous Assessment	Project	Practical	Examination	Total			
	50			50	100			

This module consists of two parts. Part 1 explores some key psychological theories and their application to teaching and learning and Part 2 introduces the areas of Community Music and Inclusive Education. These two parts are dealt with separately below.

Part 1: Psychology of Teaching and Learning (50%)

Intended Module Learning Outcomes

On successful completion of the module, the learner will be able to:

1. Demonstrate knowledge of the psychological basis for teaching and learning.
2. Apply psychological theory to understand the nature of creativity and artistic endeavour.
3. Critically evaluate theories of learning, learning styles, intelligence and creativity and their application to all areas of music or drama education.
4. Develop an understanding of theories of motivation, emotion and creativity, and their implications for processes of music or drama instruction.
5. Appreciate the significance of the teacher-student relationship in creating emotionally supportive learning environments.
6. Utilize developmental theories in music or drama education.

Module Objectives

This part of the module aims to:

- Provide the learner with a broad and intellectually challenging theoretical framework for teaching and learning.
- Encourage the learner to develop a critical awareness of the current debates, literature and research in the area.
- Enable the learner to evaluate his or her own music or drama practice in light of the most prominent theories of teaching and learning.
- Encourage the learner to examine theories of human motivation, emotion and creativity and to reflect on the effects of emotionally supportive environments for learners of all ages and abilities.
- Facilitate learners understanding of different learning styles and different forms of intelligence.

- Provide learners with an awareness of developmental issues in education.

Module Curriculum

Psychological Theories of Learning

Cognitive-behavioural and 'constructivist' approaches to education and their application to processes of teaching and learning in music and drama. Developmental accounts of learning in childhood, adolescence and adulthood. Learning styles and learning preferences.

Theories of Motivation and Emotion

Theories of motivation, emotion and creativity and their implications for teaching and learning. Exploring the nature of the teacher-student relationship.

Module Learning Environment

This part of the module is delivered through a series of formal and participative lectures, which are designed to stimulate discussions, questions and critical thinking. Learners are also supported with resources to offer structure and guidance. These include lecture notes, reading materials as well as a detailed module curriculum which includes the learning outcomes, a class schedule, the necessary reading material and the assessment strategy. Support is given through tutorials based around lecture topics. Participants also have access to Moodle, the College's Virtual Learning Environment (VLE) and past examination papers.

Module Teaching and Learning Strategy

This module is delivered through a series of lectures, tutor-led discussions, group-work sessions and exercises; and supplemented by structured web-based resources and reading.

Module Assessment Strategy

The assessment methods for the whole module are dealt with at the end of this module descriptor.

Part 2: Music in the Community and Inclusive Education (50%)

Intended Module Learning Outcomes

On successful completion of the module, the learner will be able to:

1. Demonstrate a foundational knowledge of inclusion and its impact on teaching and learning.
2. Adopt a variety of instructional strategies and use them effectively, including the ability to formulate a differentiated programme taking into account all learners' needs.
3. Self-evaluate, assess and take prescriptive action in his or her teaching practice/ placement.
4. Employ alternative approaches to teaching music for the purpose of communicating fundamental skills and elements indirectly through participation in musical games and activities.
5. Facilitate experiential music-making workshops in a variety of educational settings that are adaptable for use in healthcare and other community settings.

Module Objectives

This part of the module aims to:

- Provide learners with the opportunity to explore the wide and varied applications of music in group or community settings as well as mainstream and special needs educational settings.
- Provide an introduction to inclusive and special needs education in order to plan for inclusive teaching and learning in music lessons.
- Equip learners with methodologies for use within a wide variety of music educational contexts.
- Enable the learner to assess and accommodate for a diverse range of learner needs in different stages of the life-span
- Provide an introduction to music therapy and experiential music-making workshops

Module Curriculum

Music in the Community

Exploration of the wide and varied uses of music in group or community settings. Introduction to music therapy and experiential music making workshops.

Inclusive Education: Addressing learner needs

Introduction to Special Needs Education; Communicating with learners from a wide variety of backgrounds, ages and abilities; assessing and accommodating for a diverse range of learner needs.

Module Learning Environment

This part of the module is delivered through a series of lectures, participative tutorials and experiential workshops, which offer an opportunity to learners to experience new and alternative approaches to teaching music as well as the necessary skills for catering for a diverse range of learner needs. Learners are also supported with resources to offer structure and guidance. These include lecture notes, reading materials, a class schedule and the assessment strategy.

Module Teaching and Learning Strategy

This part of the module is delivered through a series of lectures, tutor-led discussions, experiential workshops and exercises; and is supplemented by web-based resources and reading.

Module Assessment Strategy

Part 1 is assessed by a 3 hour examination accounting for 50% of the available marks for this module. The assessment of Part 2 involves a short programme of continuous assessment by means of a Process folio (25%) and the submission of a 1,500 word assignment (25%)

Element Number	Weighting	Type	Description
1	50%	Semester 1 Examination	A 3 hour examination assessing learners' theoretical understanding of key psychological theories and their ability to apply those to practice.
2	25%	Continuous Assessment	A series of critical reflections on experiential workshops and class discussions.
3	25%	Written Assignment	Inclusive Education

Reading lists and other learning materials

Part 1: Psychology of Teaching and Learning

Essential Reading

Gardner, H. 2006. *Multiple Intelligences*. New York: Basic Books.

Hallam, S., 2006. *Music psychology in education*, London: Institute of Education.

Snowman, J. et al., 2012. *Psychology applied to teaching*, Belmont: Wadsworth.

Tennant, M., 2006. *Psychology and adult learning*, London: Routledge.

Tight, M., 2004. *The Routledge Falmer reader in higher education*, London: Routledge.

Weiten, W. 2007. *Psyk. Trek 3.0: A multimedia Introduction to Psychology*. CD-Rom.

Weiten, W. 2007. *Psychology: Themes and Variations*. Nevada: Wadsworth Publishers:

Secondary Reading

Boardman, E., 2002. *Dimensions of musical learning and teaching: a different kind of classroom*, Reston: MENC.

Fontana, D., 1995. *Psychology for teachers*, Basingstoke: Macmillan.

Quinn, J., 2004. *Ways of knowing - bealaigheolais: a celebration of learning and teaching*, Dublin: Department of Education and Science.

Sloboda, J.A., 2005. *Exploring the musical mind: cognition, emotion, ability, function*, Oxford: Oxford University Press.

Smith, L., 1998. *Piaget, Vygotsky and beyond: future issues for developmental psychology and education*, London: Routledge.

Part 2: Music in the Community and Inclusive Education

Essential Reading

Davis, W.B. et al., 2008. *An introduction to music therapy: theory and practice*, Silver Spring: American Music Therapy Association.

North, A.C. & Hargreaves, D.J., 2008. *The social and applied psychology of music*, Oxford: Oxford University Press.

Kaufman, N.J. & Larson, 2007. *Asperger syndrome: strategies for solving the social puzzle*, Greenville: Thinking Publications University.

Kewley, G.D., 2011. *Attention deficit hyperactivity disorder: what can teachers do?* Oxon: Routledge.

Secondary Reading

Burnham, L. & Jones, H., 2002. *Teaching assistant's handbook*, Oxford: Heinemann.

NCCA, 2007, *Exceptionally Able Students: Guidelines for Teachers*, Dublin: National Council for Curriculum and Assessment

Online Resources

<http://www.edpsycinteractive.org/>

www.learningandteaching.info/learning

<http://allpsych.com/psychology101/intro.html>

<http://www.learning-styles-online.com/>

http://www.sciencedaily.com/articles/mind_brain/educational_psychology/

<http://www.instructionaldesign.org/theories/index.html>: