MSc in Applied eLearning

Assignment Cover Sheet

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Module Title: Learning Theories

Module Tutor(s): Dr Roisin Donnelly

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Week 1 Homework Activity

Learning Theories summarised By: Carlile and Jordan (2005)

Cognitivism meaning knowledge of how we learn

1. Key aspects of the theory

    The key aspects of the theory are based on different types of artificial intelligence and how the learner will process the information that is being provided in a conducive environment. The taught processes are used through the cognitivist's ways of the learner by activating the stimulus, attention, rehearsal and encoding, cueing and retrieval and irretrievable without cue. For example the sensory memory can be referred to as the input device, but can be forgotten easily, short term memory can be referred to as the Central Processing Unit (C.P.U) and also forgotten, however the long term memory can be referred to as the hard drive.

    The learner is the most important piece and how the stimulus affects their learning. By using different types of materials such as auditory stimuli, such as a recording of a piece of information using a Dictaphone that can be used over and over again, or were the lecturer gives direction of the subject matter, visual stimuli for the sensory memory such as images in a PowerPoint presentation and for the long term memory using semantic memory and episodic memory to delivery factual information about the relevant topic of discussion and using a skills demonstration.

2. Implications of the theory for practice in higher education/industry (choose one depending on your own context).
    The implications can vary depending on the institute's policies and procedures environment and the subject matter for example learning how to use a computer with no equipment. In this instance the learner would have to actively participate in rote learning. Plug in all your equipment, turn on the power at the plug, and turn on your Central Processing Unit and Monitor. Where as in an exam environment the student is given the equipment and tools required and they have to interpret a set of examination questions and analyse and process that information to be able to discuss and factorise the answer to the questions.

3. How will this insight into theory influence your own professional practice/discipline?

    To start the process of education you need to map out the learners journey and give a course outline and break down of course content. The relevant content can then be applied to the cognitivsim of the theory and how it is delivered by the lecturer to promote active listening engage the student in subject and make it relevant to what the student is going to learn. Start with an introduction, maybe a revision of last week's class and questions and answers using a quiz,

task or discussion. Keep the information clear and concise without overloading too much information on the learner. Be aware of the student's attention span and keep the information to a minimum of 20 minutes per task. Vary the tasks for individual tasks on paper or skill based tasks using equipment. Make the tasks interactive and user friendly. Allow the students to work at their own pace and to feel at ease with the task in hand. The lecturer to be organised and proficient in the subject and to be open and approachable for questions. Have hands on approach and make the material explicit for the learners. Provide handouts of subject content and vary the styles of teaching, using different methods like video clips, group exercises and interactive learning. Using on line resources such as the library or Webcourses to down load the lecture notes for the task and print them off.

Always do a revision exercise to re-enforce the students learning process of reflection. Revise key words that have been covered in the lecture and a breakdown of the terminology that was used.