

Learning and Teaching Theories 4 ECTS

Purpose of course

The course is an introduction to sociocultural theories of learning, including both historical and contemporary views on how culture, society and history influence the nature of learning and thinking about learning. The aim of the course is to understand the complex social role and responsibility of learning. The course focuses on a critical review of current approaches to analyse the students' own beliefs about learning and teaching.

Required reading

- Pollard, A. et al. (2006): Reflective Teaching 2nd Edition. Evidence-informed Professional Practice. Continuum, London – New York.
- Sawyer, R. K. (2014): The Cambridge Handbook of the Learning Sciences, Cambridge University Press, New York.
- Stoll, L. – Bolam, R. – McMahon, A. – Wallace, M. – Thomas, S. (2006): Professional Learning Communities: A Review of the Literature, Journal of Educational Change, 7: 221–258.

Knowledge

- Has thorough knowledge of the most significant national and international theories, connections and problem-solving methods of education science and the neighbouring disciplines.
- Has knowledge of the latest results of research in education science and its neighbouring fields as well as of the relevant pedagogical innovations, is able to analyse and interpret them critically.
- Has deep knowledge of scientific theories of learning, the strategies and methods of learning and the methods of supporting learning and teaching, has an understanding of the roles of various learning spaces and environments in lifelong learning as well as learning in all areas of life and culture.
- Understands the developmental trends of professional policies and knows about the innovative national and world tendencies of developing educational systems, understands the connections and the ways of controlling the operation of service systems in his/her professional field and neighbouring sectors.

Attitude:

- Continuously re-evaluates his/her attitude towards social and cultural differences, has sensitivity towards the situations of minorities, and respects human rights, considers it important in his/her professional work to pay attention to problems caused by social inequalities, and acquires the approach of equity.

- Aims to implement expansive professional cooperation, is open to enter problematic situations reflectively, and is able to judge them professionally.
- Has professionally established critical approach, and is committed to professional analysis based on values and knowledge.
- Is committed to lifelong learning, aims to follow issues related to his/her profession continuously, therefore is especially open to get to know new professional results, to use them in his/her work and to evaluate them.

Skills:

- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.
- Is able to evaluate and assess documents defining his/her profession, and to compile documents at an organizational level.

Autonomy-responsibility:

Takes the proactive role in making phenomena understood and encouraging responsible thinking; applies a scientific-professional viewpoint in his/her decisions and actions.