

CLM5034

PRINCIPLES OF TEACHING AND LEARNING

Coordinator: [Assoc Prof Dr Fitri Suraya Mohamad](#)

Credit	4										
Prerequisite/s	CLM5014 Teaching and Learning in Higher Education CLM5024 Curriculum & Instructional Design										
Synopsis	This course presents the fundamental aspects of teaching and learning. It covers topics on role expectations of educators today, behavioural, social and psychological changes of today's students, the processes of knowledge acquisition, and other related issues in teaching and learning. The course discusses elements of effective teaching, including personal qualities, knowledge base and repertoire of a quality educator, in view of current developments and demands in higher education.										
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Compare and contrast learning theories that underlie instructional decisions to achieve teaching and learning objectives• Explain values of various learning styles and learner competencies• Construct learning materials based on application of knowledge on principles of teaching and learning for higher education• Justify decisions on plausible instructional strategies based on learning theories discussed										
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>56 Hours</td></tr><tr><td>Student-Centered Learning</td><td>7 Hours</td></tr><tr><td>Self-Study</td><td>93 Hours</td></tr><tr><td>Quizzes, Tests & Examinations</td><td>4 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	56 Hours	Student-Centered Learning	7 Hours	Self-Study	93 Hours	Quizzes, Tests & Examinations	4 Hours	Total	160 Hours
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Learning Units	<ol style="list-style-type: none">1. The Art and Science of Teaching<ul style="list-style-type: none">• What is Teaching and Learning• Good vs. Bad Teaching• Beliefs and Principles about Teaching• Ideal Teaching Outcomes• Purposeful Teaching in Higher Education2. Qualities of an Effective Educator<ul style="list-style-type: none">• Challenges and Issues in Teaching within a Changing Society• Models of Teacher Development3. Theories of Teaching & Learning<ul style="list-style-type: none">• Behaviorist• Cognitivist• Humanist										

	<p>4. Teaching Models</p> <ul style="list-style-type: none"> • Pierce and Lorber Logical Teaching Model • Taba Model of Teaching • Sim Model of Teaching • Dale’s Cone of Learning Experience <p>5. Cognition and Learning</p> <ul style="list-style-type: none"> • Understanding Human Cognition • Relationships between Cognition and Learning • Capitalising Notions about Cognition and Learning <p>6. The Concept of Thinking</p> <ul style="list-style-type: none"> • Convergent vs Divergent Thinking • Inductive vs Deductive Thinking • Creative & Critical Thinking • Engaging learners in Higher Order Thinking <p>7. Presenting and Explaining Instructional Content</p> <ul style="list-style-type: none"> • Theoretical and Empirical foundations • Planning and Conducting Presentation lessons • Managing Learning Environments • Managing Assessment and Evaluation <p>8. Reflective Practitioners</p> <ul style="list-style-type: none"> • Characteristics of Reflective Practitioners • Benefits and Drawbacks of being Reflective Practitioners • Developing and Nurturing Reflective abilities and practices 										
Assessment	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assignment 1</td> <td>20 %</td> </tr> <tr> <td>Assignment 2</td> <td>20 %</td> </tr> <tr> <td>Group Project</td> <td>20 %</td> </tr> <tr> <td>Final Exam</td> <td>40%</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Assignment 1	20 %	Assignment 2	20 %	Group Project	20 %	Final Exam	40%	Total	100 %
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References	<ol style="list-style-type: none"> 1. Arends, R.I. (2004). Learning To Teach. 6th Edition.McGraw-Hill: New York. 2. Bigge, M.L. (1976). Learning Theories for Teachers.Harper & Row Publishers Inc.: New York. 3. Burden, P.R. and Byrd, D.M. (2003) Methods for Effective Teaching. Pearson Education: Boston. 4. Cruickshank, D.R., Jenkins, D.B. and Metcalf, K.K. (2003). The Act of Teaching. 3rd Edition. McGraw-Hill: New York. 5. Gagne, R.M. (1985). The Conditions of Learning And Theory of Instruction. 4th Edition. Holt, Rinehart and Winston, Inc: New York. 										