



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Learning Strategies and Teaching Techniques							
Course Code		EBB222		Couse Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	50 ( <i>Hours</i> )	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To be able to perform effective learning through the use of learning strategies							
Course Content		Effective learning, cognitive learning theories, learning strategies classified in different ways (Gagne-Driscoll and Mayer etc.), learning approaches classified according to the cognitive and executive, teching approaches of learning strategies.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

### Recommended or Required Reading

1	Claire, E. Weinstern ve Richard Mayer. "The Teaching of Learning Strategies" Handbook of Research on Teaching 3 rd. Ed. New York: Macmillan Company, 1986
2	Merlin C. Wittrock. "Students Thought processes" Handbook of Research on Teaching. New York: Macmillan Company, 1986
3	Richard, I.Arends. Classroom Instruction and Management. The McGraw-Hill Companies, Inc, 1997
4	Senemoğlu, N. (2009). Gelişim, öğrenme ve öğretim: Kuramdan uygulamaya. Ankara: Pegem A Yayıncılık
5	Paul Eggen ve Don Kauchak. Educational Psychology: Classroom Connection. New York: Macmillan, 1992
6	Richard E.Mayer. "Learning Strategies: An overview" Learning and study strategies. San Diego, California; Academic press. Inc, 1988

Week	Weekly Detailed Course Contents	
1	Theoretical	Effective Learning / Learning Process Learning Process Learning to Learn Items
2	Theoretical	Concept and Scope of Learning Style
3	Theoretical	Learning Style of Teaching - Learning Process and the Use of Place
4	Theoretical	Basic Approaches to Learning Styles with the Dunn and Dunn Learning Style Model of Learning Styles of Kolb Learning Style Model Reinert Jung Classification Type Theory of Learning Classification Gregorc Learning Styles Honey and Mumford Learning Styles and Learning Preferences Related to Classification Classification Other classifications Keefe Learning Styles
5	Theoretical	Basic Approaches to Learning Styles with the Dunn and Dunn Learning Style Model of Learning Styles of Kolb Learning Style Model Reinert Jung Classification Type Theory of Learning Classification Gregorc Learning Styles Honey and Mumford Learning Styles and Learning Preferences Related to Classification Classification Other classifications Keefe Learning Styles
6	Theoretical	Basic Approaches to Learning Styles with the Dunn and Dunn Learning Style Model of Learning Styles of Kolb Learning Style Model Reinert Jung Classification Type Theory of Learning Classification Gregorc Learning Styles Honey and Mumford Learning Styles and Learning Preferences Related to Classification Classification Other classifications Keefe Learning Styles
7	Theoretical	Basic Approaches to Learning Styles with the Dunn and Dunn Learning Style Model of Learning Styles of Kolb Learning Style Model Reinert Jung Classification Type Theory of Learning Classification Gregorc Learning Styles Honey and Mumford Learning Styles and Learning Preferences Related to Classification Classification Other classifications Keefe Learning Styles
8	Intermediate Exam	Midterm



9	Theoretical	Concept and Scope of Teaching and Learning Styles
10	Theoretical	Concept and Scope of Learning Strategies
11	Theoretical	Teaching Learning Strategy - Learning Process and the Use of Place. Classification of Learning Strategies Learning Strategies for Basic Classifications Weinstein and Mayer with Other Related classifications
12	Theoretical	Concept and Scope of Teaching Strategies
13	Theoretical	The Relationship Between Learning Style and Learning Strategies · · Learning Strategies Research on Learning Styles and Related Studies
14	Theoretical	General Review

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	7	0	1	7
Project	1	0	5	5
Midterm Examination	1	4	1	5
Final Examination	1	4	1	5
Total Workload (Hours)				50
[Total Workload (Hours) / 25*] = ECTS				2

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	explains concepts related to instruction and learning approaches. a. Explains the concepts of "learning". b. Comprehends the meaning of the concept "teaching". c. Explains the relation between learning and teaching.)
2	Comprehends the process of effective learning a. Defines the concepts "effective teaching" and "effective learning". b.comprehends the concepts "active instruction" and "active learning". c. Explains the difference between effective teaching and active teaching. d.Examines the difference between effective learning and active learning.)
3	Explains learning to learn. a. examines the importance the concept of learning for students. b. Explains the learning to learn concept's features.)
4	(Explains the elements of learning to learn . a. Tells the main elements of learning to learn are learning styles and learning strategies. b. Evaluates the relationship of elements of learning to learn.)
5	Comprehends the learning styles. a. Explains what learning styles mean. b. Interprets the importance of learning styles. c. Determines the learning style of the learning individual. d. Explains the place of learning styles in the learning to learn process. e. Comprehends the classification of learning styles. f.Explains how learning styles can be used in the learning to learn process.)
6	Comprehends the characters of teaching styles. a. Explains the relationship between teaching styles and learning styles. b. Explains the effects of teaching styles on teaching-learning process.)
7	(Comprehends the basic features of learning strategies a. Explains what learning strategies are. b. Comprehends the types of learning strategies. c. Determines the appropriate learning strategies based on the learning aim. d. Explains the the learning strategies to students. e. Explains the importance of learning strategies. e. Comprehends the classification of learning strategies are comprehension. f. explains how to use the teaching and learning process with learning strategies.)
8	Comprehends the features of teaching strategies a. Explains the principal teaching strategies. b. Explains the relationship teaching strategies with learning strategies.)
9	The relationship learning styles with learning strategies are explained. a. The relationship learning styles with learning strategies are explain on learning to learn of process to take in to account.

### Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies



6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5	L6	L7	L8	L9
P1	3	3	3	3	3	3	3	3	3
P3	3	3	3	3	3	3	3	3	3
P4	3	3	3	3	3	3	3	3	3
P9	3	3	3	3	3	3	3	3	3
P11	3	3	3	3	3	3	3	3	3

