

PEN International

in cooperation with

School of Deaf Education and Applied Studies
DLSU-College of Saint Benilde

present

**TRAINING MODULE ON LEARNER-CENTERED EDUCATION
FOR THE DEAF
(TM-LED)**

MODULE I – THE LEARNER AND THE LEARNING PROCESS
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With participating schools from:

Bible Institute for the Deaf (**BID**)
CAP-School for the Deaf (**CAP-SFD**)
DLSU-College of Saint Benilde (**CSB**)
Manila Christian Computer Institute for the Deaf (**MCCID**)
Southeast Asian Institute for the Deaf (**SAID**)

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MODULE 1

THE LEARNER AND THE LEARNING PROCESS

Sub-Module 1.1

Introduction to the Study of Learning Processes and the Learner

OBJECTIVES OF SUB-MODULE

At the end of the module, the student is expected to:

- understand the different metaphors for understanding learning;
- know and understand the different types and qualities of knowledge associated with different forms of learning; and
- be able to use the various metaphors of learning, and the different concepts related to knowledge to describe and/or to inquire about learning experiences.

OUTLINE

1. Ten portraits of learning (lecture with whole-class discussion)
2. Metaphors of learning (lecture)
3. Types of knowledge (lecture)
4. Qualities of knowledge (lecture)
5. Mapping types and qualities of knowledge in one area (group exercise and individual assignment)

MODULE 1

THE LEARNER AND THE LEARNING PROCESS

Sub-Module 1.2 Cognitive and Metacognitive Factors in Learning

OBJECTIVES OF SUB-MODULE

At the end of the module, the student is expected to:

- understand the various cognitive and metacognitive characteristics that differentiate expert performance from novice performance;
- understand some of the learning processes that lead to the development of the cognitive and metacognitive aspects of expert performance; and
- be able to use the various concepts and principles related to the cognitive and metacognitive dimensions of learning to inquire about and to explain specific aspects of the learning process and learning outcomes.

OUTLINE

1. Review of varieties of learning and knowledge (class discussion)
2. Elements of expertise (lecture-discussion)
3. Analyzing expert behavior and performance (group activity)
4. Review of elements of expertise (whole-class discussion)
5. The role of knowledge base in learning (lecture-discussion)
6. Locating the role of prior knowledge in learning activities (group exercise)
7. The role of strategic and metacognitive processes in learning (lecture-discussion)
8. Locating the role of metacognitive processes in learning activities (group exercise and individual assignment)
9. Summary

MODULE 1

THE LEARNER AND THE LEARNING PROCESS

Sub-Module 1.3 Motivational and Affective Factors in Learning

OBJECTIVES OF SUB-MODULE

At the end of the module, the student is expected to:

- understand the various approaches to understanding motivation as it relates to learning;
- understand the various principles associated with motivation and learning; and
- be able to use the various concepts and principles related to the motivational and affective dimensions of learning to inquire about and to explain specific aspects of the learning process and learning outcomes.

OUTLINE

1. Approaches to studying motivation (lecture, discussion, & group exercise)
2. On intrinsic motivation and learning (lecture-discussion)
3. On expectancy and self-beliefs and learning (lecture discussion)
4. On goal achievement orientation and learning (lecture discussion)
5. On contextual factors shaping motivation and learning (lecture discussion)
6. On self-regulated learning and motivation models (lecture discussion)
7. Summary: motivational and affective factors in learning (lecture)
8. Designing classroom practices for improved motivation (individual assignment)

MODULE 1

THE LEARNER AND THE LEARNING PROCESS

Sub-Module 1.4 Socio-Cultural Factors in Learning

OBJECTIVES OF SUB-MODULE

At the end of the module, the student is expected to:

- understand how learning processes are embedded in social and cultural practices;
- understand how learning processes and outcomes can vary across cultures; and
- be able to use the various concepts and principles related to the socio-cultural dimensions of learning to inquire about and to explain specific aspects of the learning process and learning outcomes in the classroom

OUTLINE

1. Social and communication processes in learning (lecture discussion)
2. The social and cultural contexts of learning (lecture discussion)
3. Some cultural differences in learning (lecture discussion)
4. Summary: developmental and socio-cultural factors in learning (lecture)

MODULE 1

THE LEARNER AND THE LEARNING PROCESS

Sub-Module 5 Individual Differences in Learning

OBJECTIVES OF SUB-MODULE

At the end of the module, the student is expected to:

- understand the some general theories of individual differences in ability and learning and how these relate to student learning and achievement;
- be able to use the various concepts and principles related to the developmental and socio-cultural dimensions of learning to inquire about and to explain specific aspects of the learning process and learning outcomes in the classroom.

OUTLINE

1. Defining intelligence (discussion, group exercise)
2. Theories of Intelligence (lecture discussion)
3. Theories of cognitive/learning styles & learning preferences (lecture discussion)
4. Individual differences in learning (lecture discussion)
5. Summary: Individual differences in learning (lecture)