

Common Course Outline
PSYC 126
Learning as Journey: Ways of Constructing Knowledge
2 Semester Hours
The Community College of Baltimore County

Description

Learning as Journey: Ways of Constructing Knowledge

Facilitates students' understanding of learning development and how learning is influenced by socio-cultural factors including gender, race, and ethnicity; enables students to gain an appreciation of the diverse ways that people learn and will integrate and apply what they have learned in this course to current and future learning experiences.

Prerequisites: RDNG 052; ENGL 052

Overall Course Objectives

Upon successfully completing this course, students will be able to:

1. Assess their current learning styles to create a portrait of themselves as learners/constructors of knowledge (I,II,III,IV,VI;1);
2. Describe the relevant factors in their learning development that have influenced their learning history to this point (I, II, VI;1);
3. Read/view a variety of literature and film selections in order to describe and analyze metaphors for learning (I,V,VI;2);
4. Identify culturally-influenced ways of seeing, hearing and sensing and how they impact learning and knowing (III,V,VI;4);
5. Participate together effectively as members of a group to identify the influence of ethnicity, gender, and personality on the learning development of self and others (I,II,V,VI;1,3,4);
6. Access and evaluate selected course-related information that is available on the Internet (III, IV;1);
7. Apply information from a variety of learning resources (including articles, Internet sources, texts and assessments) to make connections that improve and expand learning in other classes or learning experiences (I,III,V,VI;1,2,3);
8. Explain major learning theories and concepts and how they impact individual and group learning (I,II,III,V,VI;1,4);
9. Apply knowledge gained through readings, assessments, and discussions to develop personal strategies that will enhance their learning inside and outside of the classroom (III,V,VI;1,2,3);

10. Articulate the benefits of different learning/knowing perspectives, including gender, race/ethnicity and culture and describe how those perspectives can enhance a learning experience (I, II, III, V, VI; 1,4).

Major Topics

The Impact on Learning/Knowing of:

Theories of Learning/Learning Styles (e.g., Bloom's Taxonomy, Barbe's Learning Channel Preference, Kolb's Learning Styles, Gardner's Multiple Intelligences)

Theories of Intellectual Development (e.g., Perry, Belenky, Baxter-Magolda)

Personality Trait Theory/Models (e.g., Myers-Briggs Type Indicator, Kiersey Character Sorter, Stanford Enneagram)

Socio-cultural Influences on Learning including gender, race and ethnicity (e.g., Belenky, et. al., Tatum, Helms)

Theories of Moral Development, (e.g., Kohlberg , Gilligan)

Metaphors for Learning as Journey – various literature selections, videos and articles

Suggested Readings

The following are some of the readings and videos suggested for the course:

Books:

The Secret of No Face, an Iroquois legend

Women's Ways of Knowing (Belenky, et. al.)

Why Are All the Black Kids Sitting Together in the Cafeteria? (Tatum)

Harry Potter and the Sorcerer's Stone (Rowling)

Articles:

Multiple Intelligences (Gardner)

Hogwarts, the Learning Community (Levine and Shapiro)

Developing Self-Authorship in Young Adult Life (Baxter-Magolda)

White Privilege: Unpacking the Invisible Knapsack (McIntosh)

Videos:

The Name of the Rose

The Sun Dagger

Course Requirements (VII)

Students will be provided with multiple opportunities for feedback from the instructor.

Grading, testing procedures and specific assignments will be determined by the instructor.

However, all students will:

1. Prepare and present at least one oral presentation.
2. Participate in at least one formal group project and presentation.
3. Write an essay describing themselves as learners/knowers.
4. Use the Internet and/or other appropriate technology to research and evaluate information about learning.

5. Complete entries for a Journal that will include items such as: Personal Learning History, Self-Assessments and Reflections, and Learning Goals and Strategies.