## Unit Description

<table>
<thead>
<tr>
<th>Unit code</th>
<th>ED50333</th>
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<tbody>
<tr>
<td>Unit title</td>
<td>Understanding Learners and Learning</td>
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<td>Unit provider</td>
<td>Department of Education</td>
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### Aims & Learning Objectives

#### Aims

The aims of this unit are to:

- Consider different perspectives on learning, on ways in which we learn and how learning can be supported;
- Present the major families of learning theories and consider their strengths and weaknesses;
- Recognise how approaches to teaching and instruction can be influenced by tacit and explicit learning theories;
- Debate how knowledge gained about learning and learners can be applied in practical educational and training contexts.

#### Objectives

Having studied the unit, students will be able to:

- define learning from different theoretical and practical standpoints;
- explain the key ideas contributed by psychologists and others to our understanding of the process of learning;
- critically relate learning theories to their own ideas about learning;
- critically evaluate how research on brain structure and function contributes to our understanding of learning;
- identify individual differences in learning styles and preferences using a variety of approaches;
- promote in their own learners the ability to understand their own thinking and learning using metacognitive and other approaches and strategies;
- critically apply knowledge about learning and learners to their practice.

### Content

The unit will address the following areas:

- major families of learning theories
- implicit theories of learning
- learning styles and preferences
- learning about learning
- brain-based learning
- motivation and other factors affecting learning
- learning in adults