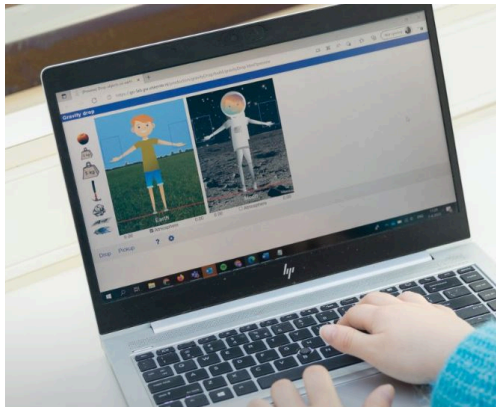


MINOR PSYCHOLOGY IN LEARNING AND INSTRUCTION

This 15 EC module in Q1A, introduces the contribution of psychology to education. Some classic theories are still 'in fashion' today, while other psychological insights have an equally important but less visible impact on educational practice. You will be introduced to both through a mixture of theoretical and practical coursework. During the course you will alternately assume the role of student, teacher, researcher, and designer.



WHY CHOOSE THIS MINOR?

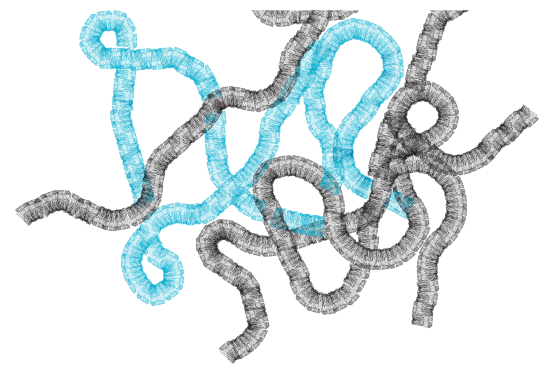
Does it feel a bit strange to study how other people learn while still being a Bachelor student yourself? Not necessarily, as you might consider yourself to be an experiential expert. The module **Psychology in Learning and Instruction** provides a useful basis for your future career in whatever discipline you choose. Why? Because most academically trained professionals will encounter situations where they have to coach and guide people, write short instructions, or simply have to give their (hopefully well-founded) opinion on educational materials and situations in general. And besides, this module may even deepen your understanding of your own study behavior.

After completing this module successfully, and after obtaining your bachelor's degree, you might qualify for direct access to the UT Master's programme Educational Science and Technology, or the Psychology master's specialisation - Educational Psychology.

MINOR INFORMATION

Why do children count on their fingers? What strategies can you use to increase your memory? How does a good teacher keep students involved? Can students regulate their own learning process? And how do you design a game that is instructive and fun?

This module helps you find answers to questions like these. It offers a mixture of insights from educational psychology, developmental psychology, and educational science to increase your understanding of how people learn and how instructional guidance should be designed to make people learn best. Ample attention is paid to the role of individual differences in cognitive development, age, and motivation. And you will be introduced to recent ICT-applications that support learning in the 21st century.



"Using knowledge of psychology in improving education."

The module offers an integrated program that consists of three components that build upon one another. You will start with **THEORY**. Boring? Absolutely not, because you will apply what is being taught in the lectures during practical class assignments. What you learn from theory is 'brought to life' in the **SKILLS LAB** where you will take on the role of an instructor or researcher yourselves. By preparing and teaching a short lesson you will experience firsthand how rewarding and challenging it can be to help people learn something new. In your role as a researcher you take a more objective stance: you analyze the learning process, the influence of the instruction, and the learning outcomes. Armed with these theoretical and practical experiences, you start your **PROJECT** where you will work in small groups to design an instructional intervention. The choice for a specific topic, age group, and instructional approach is free so you can follow your own interests.

Technology is a recurring theme throughout this module. You will learn to understand the pros and cons of innovative educational technologies such as apps, simulations, and games, and have to make a motivated choice in your project on whether and how you will use technology to improve or enrich the learning process.

Quotes from students who did this module before were:

"It was refreshing to go beyond the theory and be given the practical opportunities of conducting observational research, designing a learning material, and delivering a real classroom lesson."

"The coolest part about this module was that we could see the instructors applying all the theories they taught us. After all, it is about practising what you preach!"

After completing this module successfully, and after obtaining your UT social-science bachelor's degree, you might qualify for direct access to the Master's programme Educational Science and Technology, or (sometimes with some additional courses) to the Psychology master Educational Psychology

(subject to individual assessment by the EST or PSY Admission Committees; for more information contact: EST study adviser y.c.h.dethouars@utwente.nl / PSY study adviser m.s.vannus@utwente.nl)

ABOUT THE MASTER EDUCATIONAL SCIENCE AND TECHNOLOGY (EST)

This one-year Master's programme is for anyone who is fascinated by facilitating learning but does not necessarily dream of becoming a teacher. You will learn to design and evaluate learning scenarios in schools and organisations. This means that the scope of this Master's is very wide: from designing learning materials for primary school children and young people in secondary and higher education, to training and leadership development for adult employees, such as nurses, teachers, civil servants or managers. Within the EST programme you can choose your preferred focal area. Eventually, you will engage in meaningful educational breakthroughs as a researcher, designer or consultant.

MORE INFORMATION

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For more information about this minor and for general information about minors:
www.utwente.nl/minor