Syllabus

LEARNING IN INTERACTION: THE ROLE OF "THE OTHER" - 37104

Last update 02-12-2013

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 3

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Christa Asterhan

Coordinator Email: asterhan@huji.ac.il

Coordinator Office Hours: by appointment

Teaching Staff:
Dr. Christa Asterhan
**Course/Module description:**
We will explore how human and social presence, human interaction and collaboration may affect learning processes. The goal of this course is to gain insights into questions such as: How can the social setting aid or impede on the cognitive and motivation processes in learning? When is interaction most most productive for learning - with whom (tutor, peer, teacher, parent, computer agent), through what medium (Face-to-face, computer-mediated, (a-)synchronous) and how can these productive learning interaction be characterized best?

**Course/Module aims:**
- acquaintance with an active field of research in all its different aspects: theoretical, empirical, methodological and the type of research questions that one may ask in this field.
- development of a taste and mindset for empirical in the psychology of learning

**Learning outcomes - On successful completion of this module, students should be able to:**
- to read and analyze empirical research articles on the psychology of learning
- to describe and identify different methodologies for researching learning in human interaction
- to describe a variety of advantages and disadvantages of human-human interactions for learning according to the current state of the art in research

**Attendance requirements(%):**
80%

**Teaching arrangement and method of instruction:** seminar, small group, active participation in classroom discussions, intensive reading of empirical papers required.

**Course/Module Content:**
- Synopsis of main theoretical approaches
- Peer-peer interaction (collaborative learning, tutoring)
- Learning dialogues
- Cognitive, social and motivational dimensions
- Learning interaction in the digital area (computer-mediated, design and computer agents)
Required Reading:
Carol Dweck on implicit theories: http://www.opportunityequation.org/research-papers/overview-of-papers/dweck/

Additional Reading Material:


Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 15 %
Project work 70 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 15 %

**Additional information:**
Every student will lead a classroom activity on one of the studied topics. The format is free (please, no standard presentations), but the design will be coordinated with and approved by the lecturer.