



LD1001 Classroom Psychology: Cognitive Psychology and Learning 2.0 credits

Klassrumspsykologi: Kognitiv psykologi och lärande

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

The official course syllabus is valid from the spring semester 2023 in accordance with the decision from the head of school: M-2022-1079. Date of decision: 17/06/2022

Grading scale

P, F

Education cycle

First cycle

Main field of study

Technology and Learning

Specific prerequisites

General entry requirements only

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After passing the course, the student should be able to:

1. Describe and reflect on how students think and learn in learning situations, based on current research in cognitive psychology .
2. Analyse learning situations and argue based on current research in cognitive psychology for what in the teaching that could hamper and what could facilitate students' learning.
3. Design learning activities that could improve students' learning, based on current research in cognitive psychology.

Course contents

The course intends to develop skills and abilities to understand, analyse, plan and implement learning strategies that could improve students' learning.

- Presentation of central concepts about learning based on current research on long-term and short-term memory, motivation and cognition.
- Design learning activities that are based on robust research results from psychological research.
- Discuss how theories in cognitive psychology and learning could be used to design the teaching.

Examination

- INLA - Assignment A, 1.0 credits, grading scale: P, F
- INLB - Assignment B, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.

- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.