

PSYCHOLOGICAL ISSUES IN EDUCATION

Summer

REGULAR SESSION 1980

INSTRUCTOR: John Walsh

Thursday, 9:30 - 12:30

WHAT IT'S ABOUT

This course surveys the discipline of educational psychology. Basic knowledge about theories of human behavior and instruction is the first general objective of the course. The second goal of the course is to illustrate the use of these theories as alternative lensepieces for analysing teaching and learning in school.

WHO MIGHT TAKE IT

Anyone interested in schooling will find the psychological perspective of education a useful supplement to their knowledge. Students planning a minor in education (see pp. 247 - 248 of the Calendar) are especially encouraged to consider taking this course in satisfying lower division requirements. The course also is strongly recommended for all students considering teaching as a career.

COURSE REQUIREMENTS

1. Four 2 page "think papers" in which you declare and support a position about a major psychological issue in education. Topics are assigned by the professor. (10 points each, total 40 points).
2. A mid-term exam covering the first half of the course. (30 points).
3. A final exam covering the entire course. (30 points).

TEXT

Gage, N.L. & Berliner, D.C. Educational Psychology. (2nd Ed.) Rand-McNally, 1979.

OUTLINE OF TOPICS

- A. The nature and methods of educational psychology.
- B. Theories of Learning
  1. Respondent
  2. Operant
  3. Social
  4. Cognitive
- C. Individual Differences
  1. Intelligence
    - a. History and purpose of intelligence tasks
    - b. Contemporary models of intelligence

2. Creativity
  3. Learning Disabilities
  4. Motivation
  5. Development change
    - a. Cognitive development
    - b. Moral development
- D. Teaching and Instructional Theory
1. Psychological perspectives on teaching
  2. Models of teaching
  3. Teaching skills and strategies
- E. Measurement and Evaluation
1. Standardized testing
  2. Informal and teacher-made tests
  3. Systematic observation