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this actually
split into 2 courses

FACULTY OF EDUCATION

COURSE: Education 421 Learning and Evaluation

320-3
x
325-3

SEMESTER: Spring, 1978

CALENDAR DESCRIPTION: Theory and research in classroom learning: the relationship between evaluation procedures and the facilitation of learning.

COURSE INFORMATION:

<u>Instructor</u>	<u>Dates</u>	<u>Day</u>	<u>Time</u>
Stan M. Shapson	Jan. 12 - April 6	Thursday	4.30-8.30 p.m.

TOPICS:

- This course will be divided into two parts with the aim of:
1. providing an overview of two major psychological approaches to classroom learning (i.e. operant and cognitive approaches) and examining their applicability to classroom practice.
 2. providing teachers with the information and skills (a) to use standardized (external) measuring devices and (b) to develop their own (i.e. internal) measuring devices to evaluate student performance.

READINGS:

Learning Component:

- Required text: W.B. Kolesnik Learning: Education Applications (Allyn & Bacon, 1976).
- Recommended text: F. Smith Comprehension and Learning (Holt, Rinehart & Winston, 1975).

Evaluation Component:

- Required text: D.L. Beggs & E.L. Levis Measurement and Evaluation in the Schools (Houghton Mifflin, 1975).
- Recommended text: J.L. Hayman and R.N. Napier Evaluation in the Schools: A Human Process for Renewal (Wadsworth, 1975).

In addition a list of recommended readings for specific topics will be provided (these will be placed "On Reserve" in the library).

REQUIREMENTS:

Students will have the option among several assignments (60%) and exams (40%). The various assignments will be discussed the first week of the semester.