

EDUC. 220-3

PSYCHOLOGICAL ISSUES IN EDUCATION.

1973-1

Kieran Egan

Course Outline:

The course is designed as an introduction concerned with the identification and study of educational issues and teaching conditions from a psychological point of view. It follows that Child Development, Learning, Motivation, Evaluation and Adjustment are topics of primary concern. However, these topics will not be treated in the more usual academic way but within a framework formed by the combination of:

- 1) Competing psychological theories and their applicability in practice.
- 2) Current criticisms of educational policy and practice.
- 3) Major psychological points of view in education today (e.g. Piaget, Bruner, Maslow, Skinner and others).
- 4) Recent studies of thinking - Convergent and Divergent.

The objectives of the course are well stated by these statements taken and paraphrased from the introduction to the book of supplementary readings published to accompany the text.

- 1) Observations intended to permit future teachers to formulate a tentative conception of the relationships between psychology and teaching.
- 2) Advance the concept of a Teacher-Theorist and differing views of conceptions of human behaviour which influence theory and practice in education.
- 3) Provide an opportunity for intensive study of the psychological bases of arguments for and against current educational policies.
- 4) Stress the need to know about psychological issues in order to function effectively as a teacher and as a responsible critic of evaluation.
- 5) Provide opportunity for the study and interpretation of recent research - content and techniques.

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Texts and References:

Text

Robert F. Biehler Psychology Applied to Teaching, Boston:  
Houghton Mifflin Company, 1971

~~The tutorial topics have been linked directly to this book so that all students will have equal opportunity to complete the minimum required reading for tutorial discussion.~~

Major References

Robert F. Biehler (Ed.) Psychology Applied to Teaching: Selected Readings, Boston: Houghton Mifflin Company, 1972.

Torrance, E. Paul and White, W.F. Issues and Advances in Educational Psychology, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1969.

~~The articles in these books parallel the chapters in the text and hence the series of tutorial topics. The library has been asked to place five (5) copies on 24 hour reserve. The demand for these should be heavy and consequently it may be necessary for individuals to plan their reading carefully in advance.~~

Other References

~~During the Summer Semester the following books were placed on 24-hour reserve in the library. The list will be reviewed and appropriately modified when the library analysis of use is available.~~

ADAMS, James F.	<u>Understanding Adolescence</u>
AUSUBEL, David P.	<u>Educational Psychology: A Cognitive View</u>
BALDWIN, Alfred C. (Ed.)	<u>Theories of Child Development</u>
BRUNER, Jerome S.	<u>The Process of Education</u>
BRUNER, Jerome S.	<u>Toward a Theory of Instruction</u>
CRONHACH, L.J.	<u>Essentials of Psychological Testing</u>
ELLIS, Henry	<u>The Transfer of Learning</u>
FLAVELL, J.H.	<u>The Developmental Psychology of Jean Piaget</u>
GAGNE, Robert M.	<u>The Conditions of Learning</u>
HUNT, J. McV.	<u>Intelligence and Experience</u>
MASLOW, A.H.	<u>Toward a Psychology of Being</u>
PIAGET, Jean	<u>The Child's Conception of the World</u>
PIAGET, Jean	<u>The Moral Judgement of the Child</u>
ROSENBLITH and ALLINSMITH (Eds.)	<u>The Causes of Behavior</u>
SHAFFER, L.F. and SHOBEN, E.J.	<u>The Psychology of Adjustment</u>

SHULMAN, and KEISLAR (Eds.)  
STEPHENS, J.M.  
STROM, Robert D.  
TORRANCE, E. Paul

Learning by Discovery  
The Process of Schooling  
Psychology for the Classroom  
Rewarding Creative Behavior

~~The text provides excellent guidance for further reading for each topic at the end of each chapter as well as within the context of the chapters. Full use should be made of this service.~~