

EDUCATION 220-3

PSYCHOLOGICAL ISSUES IN EDUCATION

SPRING, 1981

CAMPUS

INSTRUCTOR: Dr. Philip H. Winne  
OFFICE: MPX 9611 PHONE: 291-3618  
Tuesdays, Thursdays 10:30 - 11:30  
(plus 1 hour of tutorial per week)

CALENDAR DESCRIPTION

HUMAN VARIABILITY; RELATIONSHIPS BETWEEN MOTIVATION, LEARNING AND DEVELOPMENT.

TOPICS

This course surveys the broad discipline of educational psychology. Basic knowledge about theories of human behaviour 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. An outline of the course is provided on reverse.

WHO MIGHT TAKE THIS COURSE

This course is a foundation for psychological analysis of educational events. Students planning a minor in education studies (pg. 264 of the Calendar), a specific minor, or who are preparing for a teaching career are strongly encouraged to take this course. This course is a pre-requisite for Education 320, 325, and 423; it is a recommended course to be taken prior to Education 326 and 422.

REQUIREMENTS

Students will be required to complete the following assignments:

- 1) Three short papers (maximum three typed, double-spaced pages) on assigned topics. These papers, called "Think Papers" require you to demonstrate understanding of contemporary psychological issues in education, such as "Are group intelligence tests biased against native Indians?" (5 pts. each)
- 2) Midterm exam. This exam will combine multiple choice and short essay, and will cover material presented in lectures and assigned readings during the first half of the semester. (25 pts.)
- 3) A tutoring project OR a term paper. (30 pts.)
  - a) The term paper is not simply an act of writing down what other people have written about an issue. The paper should address a problem and suggest a resolution of the problem which grows out of evidence and good reasoning.
  - b) The tutoring project is designed especially for students who plan on becoming teachers. Students will tutor a child, adult, or small group and write a report of the teaching and learning, using concepts and principles of educational psychology.
- 4) Final exam. This exam will have the same format as the midterm. It will cover lectures and assigned readings from the entire semester. (30 pts.)

TEXTS

GAGE, N.L. & BERLINER, D.C.; EDUCATIONAL PSYCHOLOGY (2nd edition); Rand-McNally, 1979  
(Required)

BIERLY, M.M., BERLINER, D.C., & GAGE, N.L.; STUDENT STUDY GUIDE TO EDUCATIONAL PSYCHOLOGY (2nd edition); Rand-McNally, 1979

(Recommended)

## OUTLINE OF TOPICS

- A. The nature 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 tests
    - b. Contemporary models of intelligence
  - 2. Cognitive styles
  - 3. Self-concept
  - 4. Motivation
    - a. Classic systems of human motives
    - b. Cognitive motive theories (attribution, self-perception)
  - 5. Developmental change
    - a. Cognitive
    - b. Social
- D. Teaching and instructional theory
  - 1. Instructional design model
    - a. Goal, analysis, task analysis, & instructional objectives
  - 2. Models of learning from instruction
  - 3. Teaching: skills, strategies, and styles
- E. Measurement in Teaching
  - 1. Reliability and validity
  - 2. Teacher-made measures of achievement
  - 3. Standardized tests