

Psychological Issues in Education

Spring, 1987

Instructor: Dr. John Walsh

Tuesday and Thursday,
9:30 - 10:20

Location: Lecture C9002

Objectives:

This course surveys the discipline of Educational Psychology. A major objective of the course is to examine contemporary theories about human behaviour and instruction. A second and equally important focus is upon the issues that arise when theories and knowledge from psychology are brought to bear on problems of educational practice.

Outline of Topics:

- A. The Nature and Methods of Educational Psychology
- B. Theories of Learning
 - 1. Respondent
 - 2. Operant
 - 3. Social
 - 4. Cognitive and Information Processing Approaches
- C. Individual Differences
 - 1. Intelligence
 - 2. Creativity
 - 3. Learning Disabilities
 - 4. Developmental Theories
- D. Teaching and Instructional Theory
 - 1. Psychological Perspectives on Teaching
 - 2. Models of Instruction
 - 3. Teaching Skills and Strategies
- E. Measurement and Evaluation
 - 1. Standardized Tests
 - 2. Informal and Teacher-made Tests
 - 3. Classroom Observation Techniques

Course Requirements:

- 1. Three 2 page "think papers" in which you declare and support a position on a psychological issue in education. (15% of the course grade, 5% for each paper).
- 2. Midterm examination (25% of the course grade).
- 3. Term paper or tutoring project due on the last day of classes. (30% of the course grade).
- 4. Final examination covering the entire course (30% of the course grade).

Texts:

Gage, N.L., and Berliner, D.C. (1984). Educational Psychology. (3rd ed). Boston: Houghton Mifflin. (Required)

Bierly, M.M., Gage, N.L., and Berliner, D.C. (1984). Educational Psychology: Student Study Guide (3rd ed.). Boston: Houghton Mifflin. (Required).