

PSYCHOLOGICAL ISSUES IN EDUCATION

Education 220
Fall 1979
M & W* 14:30-1520
Room AQ 9001

Instructor: B. A. Hiebert
office: 633 CAE
phone: 291-3389
office hours: M, W, 10:00-12:00
R, 13:00-15:00
or by appointment

Course Description

The focus in this course will be on the psychological principles underlying the instructional process. Three basic components will be discussed: how people learn, instructional procedures, intrapersonal and interpersonal influences.

Relevant research will be discussed in such areas as: learning theory, information processing, child development, instructional strategies, evaluation, classroom management, individual differences, personality, self-concept and motivation. Course participants will derive information from four sources: two, one hour lecture-discussion periods per week, a one hour weekly seminar-tutorial, textbook readings, and suggested related readings assigned by the instructor and/or the seminar leader.

Evaluation

Course grades will be obtained from the weighted average of the following.

1. Mid-term exam - October 24th, - 14:30 - 20%
2. Final exam - date to announced - 30%
3. Term Paper (topics and guidelines to be distributed on September 17th, 1979) - 30%
4. To be assigned by seminar leaders - 20%

Assigned Textbook

Gage, N. L., & Berliner, D. C. Educational Psychology. (2nd Ed.) Chicago: Rand McNalley, 1979.

Supplementary Textbook

Bierly, M., Gage, N. L., Berliner, D. C. Student Study Guide to Educational Psychology. Chicago: Rand McNalley, 1975

* A one hour seminar-tutorial must be scheduled in addition to these lecture times.

Psychological Issues in Education

Summer, 1979

Instructor: John Walsh
MPX 9612

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. Rand-McNally, 1976.

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

(over)

2. Creativity
3. Learning Disabilities
4. Cognitive style
5. Motivation
6. Developmental change
 - a. Cognitive

- 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