

COURSE NUMBER: EDUCATION 220-3

COURSE NAME: Psychological Issues in Education

SEMESTER: Fall, 1978

Calendar Description

Human variability; relationships between motivation, learning and development.

Course Information

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time</u>
R.W. Marx	12 Sept - 7 Dec.	T-Th*	9:30-10:20

* plus one hour of tutorial

Range of Topics

The course will be divided into three components: basic psychological principles, teaching strategies, and judgment and decision making. The first part of the course will cover psychological issues such as learning theory, individual differences, motivation, child development, and personality. The second section of the course will relate these issues to problems of teaching. Included will be a review of teaching models and strategies. Finally, the last section of the course will explore the role of judgment and decision making in education. Recent research will be discussed in each of these sections.

Text Books

Gage, N.L. & Berliner, D.C. Educational Psychology Chicago: Rand McNally, 1975 (required).

Bierly, M., Gage, N.L., & Berliner, D.C. Student Study Guide to Educational Psychology. Chicago: Rand McNally, 1975 (optional).

Requirements

Students will be required to complete the following assignments:

- 1) Three short papers (maximum two typed, double-spaced pages) on assigned topics. These papers, called "Think Papers" will require you to demonstrate understanding of contemporary psychological issues in education, such as "Are group intelligence tests biased against native Indians?" Each paper will be worth five points.

- 2) Midterm exam. This exam will be a combination of multiple choice and short essay, and will cover material presented in lectures and assigned readings during the first half of the semester. The exam will be worth 15 points.
- 3) A tutoring project or term paper (35 points). Students will choose one of these tasks.
 - 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 for students who plan on becoming teachers. Students will tutor a child or adult (or small group) and write a report of the teaching and learning, using concepts and principles of educational psychology.
- 4) Final exam. This will be a combination of multiple choice and essay, and will cover lecture and text material for the entire semester. It will be worth 35 points.

Grading

Final course grades will be based on the following distribution:

100 - 96	A+
95 - 91	A
90 - 86	A-
85 - 83	B+
82 - 79	B
78 - 76	B-
75 - 73	C+
72 - 69	C
68 - 66	C-
65 - 56	D
55 -	F

Criteria for the assessment of each assignment will be discussed at the time the assignment is given.

EDUCATION 220-3 Psychological Issues in Education

Summer Semester, 1978

Calendar Description:

Human variability; relationships between motivation, learning and development.

Course Information:

<u>Instructor</u>	<u>Dates</u>	<u>Days</u>	<u>Times</u>
Stan Shapson	May 9-August 4	T, F (Lecture)	2:30-3:20

*Students must also attend a one-hour tutorial once a week.

Topics:

The course will cover psychological approaches to learning, motivation, human development and evaluation and their applications to educational practice.

Readings and Requirements:

Required Text - Biehler, R.F. Psychology Applied to Teaching, 2nd edition (Houghton Mifflin, 1974).

Students will be assessed on tutorial participation, class examinations and will have the option among several written assignments. The various assignments will be discussed the first week of the semester and recommended readings for specific topics will be placed "on reserve" in the library.