

Education 220-3 Psychological Issues in Education

Fall, 1986

Tuesdays & Thursdays

8:30 - 9:20 a.m.

Tutorials: One hour per week

Instructor: Roger D. Gehlbach

Office: MPX 8661

Phone: 291-3222

Office Hours: 9:30 - 10:30 Tuesdays

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Course Description

This course surveys the discipline of educational psychology. The focus will be on those aspects of psychological theory that are relevant to the problem of designing educational programs, with a special emphasis on public schools. On every issue, the objective will be to derive from our knowledge of human behaviour formative and analytical tools that will provide students with beginning competence to understand common instructional experiences.

Evaluation

1. Three 2-page "think papers", in which students critically analyze an aspect of psychology related to education (15% of mark).
2. A mid-term, multiple-choice examination (25% of mark).
3. A major term paper or tutoring project (30% of mark). Topics and guidelines will be distributed in class.
4. A final, multiple-choice examination (30% of mark).

Required Text

Good, T. & Brophy, J. Educational Psychology: A Realistic Approach (3rd Ed). New York: Holt, Rinehart & Winston, 1986.

Recommended Text

Good, T., et al. Student Study Guide to Educational Psychology. New York: Holt, Rinehart & Winston, 1986.

Education 220-3 Psychological Issues in Education

Spring, 1986

Instructor: Dr. John Ellis

Tuesdays & Thursdays,
8:30 - 9:20 & a 1 hour
tutorial per week

Location: MPX 7618

CALENDAR DESCRIPTION: Human variability; relationships between motivation, learning and development.

COURSE CONTENT:

The course will contain two elements: psychological information which bears upon the practice of education and current educational issues which contain psychological components.

Psychological topics will include the following: learning theory, motivation, individual differences, assessment.

Educational issues will be selected from among the following: class size, provision for learning disabilities (and other forms of human variability), public versus professional control, conflicting views of schooling.

EXPECTATIONS:

It is expected that students who successfully complete this course will be able to do the following:

1. To demonstrate knowledge of specific psychological matters which bear upon education.
2. To comment knowledgeably on the psychological aspects of major educational issues.
3. To demonstrate an awareness of the complexity of an educational issue.

REQUIREMENTS:

1. Three short papers (300 words, typed, double-spaced) - 1 for practice 30 pts
2. Mid-term exam - short essay - based on lectures and text readings to date. 20 pts
3. Longer paper (1000 words, typed, double spaced) 40 pts
4. Final exam - short essay - based on lectures and text readings. 10 pts

TEXTBOOK: (required)

Gage and Berliner. Educational Psychology (3rd ed.)
Rand McNally, 1984.