

FACULTY OF EDUCATION

Education 201-3 Theory of Education

(Education 220-3 Psychological Issues in Education)

Fall Semester, 1972

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COURSE OUTLINE AND REQUIREMENTS

This is the psychologically oriented course of the group of three that are being developed and offered every semester for students in all Faculties who are interested in the study of education either professionally (i.e. entering teaching) or academically. In the Spring Semester 1973 it will be renamed and retitled Education 220-3 Psychological Issues in Education. The other members of the three course group will be Education 230-3 Philosophical Issues in Education (Old Ed.202) and Education 240-3 Social Issues in Education.

In this context the course is designed as an introduction concerned with the identification and study of educational issues and teaching conditions from a psychological point of view. It follows that Child Development, Learning, Motivation, Evaluation and Adjustment are topics of primary concern. However, these topics will not be treated in the more usual academic way but within a framework formed by the combination of:

- 1) Competing psychological theories and their applicability in practice.
- 2) Current criticisms of educational policy and practice.
- 3) Major psychological points of view in education today (e.g. Piaget, Bruner, Maslow, Skinner and others).
- 4) Recent studies of thinking - Convergent and Divergent.

The objectives of the course are well stated by these statements taken and paraphrased from the introduction to the book of supplementary readings published to accompany the text.

- 1) Observations intended to permit future teachers to formulate a tentative conception of the relationships between psychology and teaching.
- 2) Advance the concept of a Teacher-Theorist and differing views of conceptions of human behaviour which influence theory and practice in education.
- 3) Provide an opportunity for intensive study of the psychological bases of arguments for and against current educational policies.
- 4) Stress the need to know about psychological issues in order to function effectively as a teacher and as a responsible critic of education.
- 5) Provide opportunity for the study and interpretation of recent research - content and techniques.

TEXTS AND REFERENCES

Text

Robert F. Biehler Psychology Applied to Teaching, Boston:
Houghton Mifflin Company, 1971.

The tutorial topics have been linked directly to this book so that all students will have equal opportunity to complete the minimum required reading for tutorial discussion.

Major References

Robert F. Biehler (Ed) Psychology Applied to Teaching: Selected Readings, Boston: Houghton Mifflin Company, 1972.

Torrance, E. Paul and White, W.F. Issues and Advances in Educational Psychology, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1969.

The articles in these books parallel the chapters in the text and hence the series of tutorial topics. The library has been asked to place five (5) copies on 24 hour reserve. The demand for these should be heavy and consequently it may be necessary for individuals to plan their reading carefully in advance.

Other References

During the Summer Semester the following books were placed on 24 hour reserve in the library. The list will be reviewed and appropriately modified when the library analysis of use is available.

ADAMS, James F.	<u>Understanding Adolescence</u>
AUSUBEL, David P.	<u>Educational Psychology: A Cognitive View</u>
BRUNER, Jerome S.	<u>The Process of Education</u>
BRUNER, Jerome S.	<u>Toward a Theory of Instruction</u>
CRONHACH, L.J.	<u>Essentials of Psychological Testing</u>
ELLIS, Henry	<u>The Transfer of Learning</u>
FLAVELL, J.H.	<u>The Developmental Psychology of Jean Piaget</u>
GAGNE, Robert M.	<u>The Conditions of Learning</u>
HUNT, J. McV.	<u>Intelligence and Experience</u>
MASLOW, A.H.	<u>Toward a Psychology of Being</u>
SHAFFER, L.F. & SHOEN, E.J.	<u>The Psychology of Adjustment</u>
SHULMAN and KEISLAR (Eds)	<u>Learning by Discovery</u>
STEPHENS, J.M.	<u>The Process of Schooling</u>
STROM, Robert D.	<u>Psychology for the Classroom</u>
TORRANCE, E. Paul	<u>Rewarding Creative Behavior</u>

The text provides excellent guidance for further reading for each topic at the end of each chapter as well as within the context of the chapters. Full use should be made of this service.

COURSE REQUIREMENTS

Lectures - 2 x 1 hour per week

Tutorials - 1 x 1 hour per week

(Each student is required to present a paper
in one tutorial).

Assignments

- 1) A very short paper (3-4 pages) at the end of the 2nd week of lectures. This paper will not be used for grade determination.
- 2) Tutorial presentation - paper and discussion.
- 3) A longer mid-term paper at the end of the seventh week of lectures on a topic selected from a list to be provided (see paragraph 2 above).
- 4) A final 2 hour examination.

Note

The paper referred to in (1) is primarily designed to assist students with less than 30 hours credit who often have had insufficient experience. Traditionally the enrolment in this course is unusually variable and may range from students in their first semester to students in their final semester. Additionally some will have completed the P.D. program. Unless compensatory actions are taken some students can be treated unfairly. One can hardly teach a course which considers many aspects of individual differences and not provide allowance for these differences.

Pre-requisites

This is an introductory course and therefore no prior work in the field is expected or assumed. All students who are planning or thinking about entering the P.D. program should consider this as a pre-requisit.