

SIMON FRASER UNIVERSITY

Education 220-3

**INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
(D1.00)**

Spring Semester, 1993
(January 5–April 2)
Tuesdays and Thursdays, 1:30–2:20 p.m.
+ tutorials
Location: AQ 3182

Instructor: J. Martin
Office: MPX 9503
Telephone: 291-3835

COURSE DESCRIPTION

This course examines psychological theories and research concerned with learning, development, motivation, individual differences, and assessment in school settings. Students will attend two 1-hour lectures and one 1-hour tutorial each week during the thirteen weeks of instruction.

ASSIGNMENTS

Students will be assigned:

1. Two short "Think Papers" (maximum of six typed, double-spaced papers) on specific topics determined by the instructor. Each paper will contribute 15 points toward a student's final grade in the course.
2. One multiple choice mid term (30 points) and one multiple choice final examination (40 points) based on the content in lectures and textbook.

REQUIRED TEXTBOOK

Lefrançois, G. R. (1991). Psychology for Teaching (7th edition). Belmont, CA: Wadsworth.

EDUCATION 220-3 INTRODUCTION TO EDUCATION PSYCHOLOGY

This course surveys contemporary theories of students' learning and motivation as grounds for models of instruction. The focus of the course is binocular. Through one lens, the course presents and critically examines research as one basis for a scientific discipline of educational psychology. Through a second lens, the course looks for information that can guide the practice of teaching.

Major topics addressed are: basic theories of learning, achievement motivation, intrinsic motivation, attribution theory, anxiety, cognitive development, learning and thinking strategies, learning in subject areas (reading, writing, mathematics, science), classroom processes and teacher expectancy effects, evaluating learning outcomes, and individual differences.

PREREQUISITE: None.

REQUIRED TEXTS:

Mayer, R. E. *Educational Psychology - A Cognitive Approach*. Boston: Little, Brown and Company, 1988.

Stipek, D. J. *Motivation to Learn - From Theory to Practice*. Englewood Cliffs, NJ: Prentice-Hall, 1988.

COURSE REQUIREMENTS:

Five Assignments (8-10 pages)	70% (14% each)
Tutoring Project (20-30 pages)	30%

7/24/92

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.