

EDUCATION 220-3

Psychological Issues in Education

Spring, 1987

Instructor: Dr. John Walsh

Tuesday and Thursday,  
9:30 - 10:20

Location: Lecture C9002

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Objectives:

This course surveys the discipline of Educational Psychology. A major objective of the course is to examine contemporary theories about human behaviour and instruction. A second and equally important focus is upon the issues that arise when theories and knowledge from psychology are brought to bear on problems of educational practice.

Outline of Topics:

- A. The Nature and Methods of Educational Psychology
- B. Theories of Learning
  - 1. Respondent
  - 2. Operant
  - 3. Social
  - 4. Cognitive and Information Processing Approaches
- C. Individual Differences
  - 1. Intelligence
  - 2. Creativity
  - 3. Learning Disabilities
  - 4. Developmental Theories
- D. Teaching and Instructional Theory
  - 1. Psychological Perspectives on Teaching
  - 2. Models of Instruction
  - 3. Teaching Skills and Strategies
- E. Measurement and Evaluation
  - 1. Standardized Tests
  - 2. Informal and Teacher-made Tests
  - 3. Classroom Observation Techniques

Course Requirements:

- 1. Three 2 page "think papers" in which you declare and support a position on a psychological issue in education. (15% of the course grade, 5% for each paper).
- 2. Midterm examination (25% of the course grade).
- 3. Term paper or tutoring project due on the last day of classes. (30% of the course grade).
- 4. Final examination covering the entire course (30% of the course grade).

Texts:

Gage, N.L., and Berliner, D.C. (1984). Educational Psychology, (3rd ed). Boston: Houghton Mifflin. (Required)

Bierly, M.M., Gage, N.L., and Berliner, D.C. (1984). Educational Psychology: Student Study Guide (3rd ed.). Boston: Houghton Mifflin. (Required).

EDUCATION 220-3

PSYCHOLOGICAL ISSUES IN EDUCATION

This course will survey basic issues and topics in educational psychology, treating educational psychology both as a discipline of scientific study and as a body of knowledge that can inform teachers about their profession.

The course has been divided into 24 study sessions. Each study session consists of readings from the textbook, study exercises presented in the Student Study Guide, and an activity that provides an opportunity to experience and elaborate one of the ideas central to the study session. All three components of each study session contribute to learning about educational psychology.

Topics to be covered:

- A. Introduction to Learning Theories
  - 1. Behavioral Theories
  - 2. Information Processing Theories
  - 3. Social Learning Theory
- B. Individual Differences Among Learners
  - 1. Motivation and Learning
  - 2. Personality
  - 3. Intelligence
  - 4. Development
  - 5. Special Students
- C. Teaching
  - 1. Instructional Design
  - 2. Method and Models of Teaching
- D. Measurement of Learning
  - 1. The Nature of Measurement
  - 2. Standardized Tests
  - 3. Teacher-Made Tests

PREREQUISITE: None

REQUIRED TEXTS:

Bierly, M. M., D. D. Berliner and N. L. Gage. Student Study Guide: Educational Psychology. Chicago: Rand McNally, 3rd Ed., 1984.

Gage, N. L. and D. C. Berliner. Educational Psychology. Chicago: Rand McNally, 3rd Ed., 1984.

COURSE REQUIREMENTS:

There will be three Think Papers worth a total of 20 points, plus a Tutoring Project or a Term Paper worth a total of 30 points. There will be a midterm examination of 60 multiple-choice items worth 25 points and a final examination of 60 multiple-choice items worth 25 points.

**COURSE SUPERVISOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.**