

EDUC. 320-3 EDUCATIONAL PSYCHOLOGY: LEARNING AND INSTRUCTION

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Fall, 1981

INSTRUCTOR: Dr. Phil Winne

Tues. 4:00 - 7:00

LOCATION: on campus

This course surveys theories of learning and theories of motivation that underlie the field of instructional psychology. The major objective of the course is to provide students with knowledge from empirical research that can be used to plan instructional events; and to analyze the interactions among teacher, student, curriculum, and measures of the effects of instruction. A theoretically eclectic approach to instructional planning and analysis is emphasized.

OUTLINE OF TOPICS

1. Elements and interactions in instruction:  
curriculum, delivery, acquisition, & assessment.
2. Models and theories: their nature and their roles
  - a. Overview of theories of learning
  - b. Overview of theories of motivation
3. Classical conditioning theory
4. Operant learning theory
5. Social learning theory
6. Cognitive learning theory
7. Expectancy motivational theory
8. Attribution motivational theory

REQUIREMENTS

1. approximately 50 pages of reading per week
2. written homework assignments (30% of mark)
3. classroom observation assignment (20% of mark)
4. midterm exam (25% of mark)
5. final exam (25% of mark)

TEXTBOOKS:

Bransford, J.D., Human Cognition: Learning, Understanding and Remembering. Belmont, California: Wadsworth, 1979.

Vargas, J.S., Behavioral Psychology for Teachers. New York: Harper & Row, 1977.

These will be supplemented by several items placed on reserve in the library.