

Fall Semester 1997

EDUC 222 - 2
Educational Psychology Laboratory

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D1.00

PREREQUISITE

Corequisite: Educ 220

COURSE DESCRIPTION

This course has been designed as a companion to Educ 220. In Educ 220, students learn about major theories and findings in educational psychology and how that information applies to teaching. In Educ 222, students learn more, not only about the theories studied in Educ 220, but also about how educational psychologists conduct research to clarify, test, or develop theories. Students will learn how practicing teachers can enhance their professional development by accessing and applying principles discovered in the research conducted by educational psychologists, and by informally, yet systematically, examining their own teaching practice. To provide a foundation for theoretically grounded teaching practice, students will work together to develop an appreciation for research and theory in educational psychology through reading, interpreting, evaluating, applying, and participating in educational research.

This is a laboratory course similar to laboratory courses in other disciplines (e.g., psychology, biology, etc.). Collaborative work during lab time will be essential for all assignments. Successful course completion will require regular attendance and participation in all classes.

COURSE GOALS

Three complementary goals shaped the development of this course: (1) to elaborate students' understandings about issues in educational psychology; (2) to teach students how to critically read, interpret, evaluate, and apply findings from educational research; and (3) to provide students with tools with which to continually expand their understandings of learning and teaching by evaluating knowledge gained from educational research.

ASSIGNMENTS

- In-class Activities - 15%
Students will complete in-class activities on a regular basis.
- Interpreting Statistics - 15%
Students interpret statistical results reported in a research article (~3-4 pages).
- Comparing Measurement Procedures - 20%
Students compare measurement procedures across two studies (~3-4 pages).
- Comparing Research Designs - 20%
Students analyze and compare studies employing different research designs (~7-8 pages).
- Research Synthesis and Implications - 30%
Students synthesize research on some basic issue in educational psychology and draw implications for teaching practice (~8-10 pages).

REQUIRED READINGS

Hittleman, D. R. & Simon, A. J. (1997). Interpreting educational research: An introduction for consumers of research. Upper Saddle River, NJ: Prentice-Hall. [ISBN 0-13-242553-X]

Selected journal articles and other readings as described in class.