

Psychological Issues in Education

Fall Semester 1984

Instructor: John Walsh

Tues. and Thur. 8:30 - 9:20

Location: on campus

OBJECTIVES:

This course surveys the discipline of educational psychology. A major objective of the course is to examine theories about human behaviour and instruction. A second, and equally important focus is on the issues which 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
- C. Individual Differences
 - 1. Intelligence
 - 2. Creativity
 - 3. Learning Disabilities
 - 4. Motivation
 - 5. 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. Systematic observation

TYPICAL 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 exam (25% of the course grade).

3. A term paper or tutoring project due on the last day of classes. (30% of the course grade).
4. Final exam, covering the entire course (30% of the course grade).

ELIGIBILITY:

This course is open to all students. It is a prerequisite to Education 320, 325, and 423. Additionally, it is a recommended course for Education 326 and 422.

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. (Recommended)

Psychological Issues in Education

This course will survey a number of 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 craft.

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 make up the work to learn about educational psychology.

General Outline of Topics:

- A. Introduction to Educational Psychology Learning
 - 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

Required Texts:

- Gage, N.L. and D.C. Berliner. Educational Psychology, 2nd edition, Chicago: Rand McNally, 1979.
- Brierly, M.M., D.C. Berliner, and N.L. Gage, Study Guide: Educational Psychology, 2nd edition, Chicago: Rand McNally, 1979.

Grading:

- 1. A midterm examination of 36 multiple-choice items covering study sessions 1-12 inclusive (25 points).
- 2. A final examination of 36 multiple-choice items covering study sessions 13-24 inclusive (25 points).
- 3. Three Think Papers (20 points as a group).
- 4. A Tutoring Project or a Term Paper (30 points).