

EDUCATION 220-3: PSYCHOLOGICAL ISSUES IN EDUCATION

Fall Semester, 1987
Sept. 8 - Dec. 4
Tuesdays and Thursdays
8:30 - 9:20 & Tutorials

Instructor: G. Sampson
Office: MPX 8671
Location: TBA

PREREQUISITE

None

CALENDAR DESCRIPTION

Human variability; relationships among motivation, learning and development.

OBJECTIVES

This course surveys the discipline of educational psychology. Students will examine several contemporary theories of human learning. Current issues in the schools, such as the significance and use of intelligence tests, the presence of linguistically and culturally different children in classrooms, the management of disruptive behaviors, and the mass testing of competencies and skills, will be presented in the light of current research in educational psychology.

OUTLINE OF TOPICS

1. The nature of educational psychology.
2. The roles of a teacher: how educational psychology can help a teacher develop a sound personal value system.
3. The methods of educational psychology: how to read an educational research study.
4. The role of language in the learning processes.
5. Social development as mediated in the classroom.
6. Learning theories: behavioral views and cognitive views.
7. Counselling for learning in the classroom.
8. Designing instructional events.
9. Measurement and evaluation: standardization and teacher-made tests.

COURSE REQUIREMENTS

Four short papers

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| 1. Evaluating an educational research study | 30% | 4-5 pages |
| 2. Looking at the role of language in learning | 20% | 3-4 pages |
| 3. Comparing two theories of learning | 30% | 4-5 pages |
| 4. Evaluating a standardized test | 20% | 3-4 pages |

REQUIRED TEXTBOOK

Woolfolk, Anita and Lorraine McCune-Nicolich. (1984). Educational Psychology for Teachers, 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall.