

Educational Psychology 220-3 Psychological Issues in Education

Fall, 1985

INSTRUCTOR: Dr. John Ellis

Tuesdays & Thursdays,
8:30 - 9:20 & a 1 hour
tutorial per week

LOCATION: C9002

CALENDAR DESCRIPTION: Human variability; relationships between motivation, learning and development.

COURSE CONTENT:

The course will contain two elements: psychological information which bears upon the practice of education and current educational issues which contain psychological components.

Psychological topics will include the following: learning theory, motivation, individual differences, assessment.

Educational issues will be selected from among the following: class size, provision for learning disabilities (and other forms of human variability), public versus professional control, conflicting views of schooling.

BACKGROUND:

Teachers, parents, taxpayers and politicians are continuously dealing with educational issues. They take actions, express opinions, cast votes and develop policies on the basis of their analysis of an issue. Most typically the analyses are incomplete, unconsciously biased or ill-informed. Sometimes, regrettably, analysis is ignored and emotion or ideology takes its place.

Almost every issue is complex and is interrelated and intertwined with other issues. The issue of class size, for example, involves economic, political, social, psychological and ideological questions. In addition, it is inter-related with other issues such as teacher preparation, the nature of learning and provisions for learner variability.

EXPECTATIONS:

It is expected that students who successfully complete this course will be able to do the following:

1. To demonstrate knowledge of specific psychological matters which bear upon education.
2. To comment knowledgeably on the psychological aspects of major educational issues.
3. To demonstrate an awareness of the complexity of an educational issue.

REQUIREMENTS:

1. Three short papers (300 words, typed, double-spaced) - 30 pts. (15 each)
1 for practice
2. Mid-term exam - short essay - based on lectures and text readings to date. 20 pts.
3. Longer paper (1000 words, typed, double-spaced) 30 pts.
4. Final exam - short essay - based on lectures and text readings. 20 pts.

TEXTBOOK: (required)

Gage and Berliner. Educational Psychology (2nd ed.) Rand McNally, 1975.

EDUCATION 220-3 (DISC)

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 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

Brierly, M.M., D.C. Berliner, and N.L. Gage. 1984. Study Guide: Educational Psychology, 3rd edition, Houghton Mifflin.

Gage, N.L. and D.C. Berliner. 1984. Educational Psychology, 3rd edition, Houghton Mifflin.

COURSE REQUIREMENTS

- 1. A midterm examination of 60 multiple-choice items (25 points).
- 2. A final examination of 60 multiple-choice items (25 points)
- 3. Three Think Papers (20 points in total).
- 4. A Tutoring Project or a Term Paper (30 points).

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.