

Education 220
Psychological Issues In Education
Spring, 1979.

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What It's About

This course surveys the discipline of educational psychology. Basic knowledge about theories of human behavior and instruction is the first general objective of the course. The second goal of the course is to illustrate the use of these theories as alternative lensepieces for analysing teaching and learning in school. An outline of the course is provided on reverse.

Who Might Take It

Anyone interested in schooling will find the psychological perspective of education a useful supplement to their knowledge. Students planning a minor in education (see pp.247-248 of the Calendar) are especially encouraged to consider taking this course in satisfying lower division requirements. The course also is strongly recommended for all students considering teaching as a career.

Course Requirements

1. Three 2-page "think papers" in which you declare and support a position about a major psychological issue in education. Topics are assigned by the professor. (5 points each, total 15 points).
2. A term paper, or a report of a project in which you tutor a student. Detailed outlines about the nature of these are provided for guidance. (25 points).
3. A mid-term exam covering the first half of the course. (30 points)
4. A final exam covering the second half of the course. (30 points).

Text

Gage, N.L. & Berliner, D.C. Educational Psychology. Rand-McNally, 1976.

cont'd.

Outline of Topics

- A. The nature of educational psychology
- B. Theories of Learning
 - 1. Respondent
 - 2. Operant
 - 3. Social
 - 4. Cognitive
- C. Individual differences
 - 1. Intelligence
 - a. History and purpose of intelligence tests
 - b. Contemporary models of intelligence
 - 2. Cognitive styles (tempo, analytic-global)
 - 3. Self-concept
 - 4. Motivation
 - a. Classic systems of human motives
 - b. Cognitive motive theories (attribution, self-perception)
 - 5. Developmental change
 - a. Cognitive
 - b. Social
- D. Teaching and instructional theory
 - 1. Glaser's instructional design
 - a. Goal analysis, task analysis, & instructional objectives
 - 2. Gagné's cognitive model of learning from instruction
 - 3. Teaching skills and strategies
- E. Measurement in Teaching
 - 1. Reliability and validity
 - 2. Building measures of achievement.
 - 3. Using texts.