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Spring Semester 1999

**EDUC 220 - 3**  
**Introduction to Education Psychology**

**D01.00**

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**PREREQUISITE**

None.

**COURSE DESCRIPTION**

Why do some people do better in school than others? Do the ones who do better have more of something innate called "intelligence" or is it that they have somehow developed better strategies for learning? Can these strategies be taught to others? Are some people just born creative or can creativity be taught? Are human beings automata encased in flesh and will we someday be beaten by a computer not only at chess but at life? Why do some people love the challenge of exams and others get entrapped in a web of anxiety over them? Can people be taught to control their emotions and anxieties? This course raises such questions and answers them on the basis of current theories in educational psychology.

**ASSIGNMENTS**

Four papers, 4-pages each in length, each worth 25% of total grade. There are no exams in this course.

1. Cultural psychology: Human development in other cultures.
2. Cognitive versus behavioristic models of learning.
3. Teachers as architects of the human mind--using cognitive self-instruction techniques in the classroom.
4. Intelligence--Is it inherited or is it socially constructed?

**REQUIRED TEXTBOOK**

Woolfolk, Anita E. (1998). *Educational Psychology*, 7th ed. Needham, MA: Allyn and Bacon. ISBN 0-205-26335-6.

**CHAPTERS IN BOOKS ON RESERVE IN THE SFU LIBRARY**

Howe, Michael J. A. (1990). *The Origins of Exceptional Abilities*. Oxford, UK: Blackwell. ISBN 0-631-16827-3 Hardback; 0-631-18561-5 Paper. Chapter 3 on "Accelerating the Acquisition of Abilities."

Manning, Brenda H. (1991). *Cognitive self-instruction for classroom processes*. Albany: State Univ. of New York. ISBN 0-7914-0479-X Hardback; 0-7914-0480-3 Paper. Chapter 7 on "Manning Cognitive Self-Instruction Model."

Shweder, Richard A. (1991). *Thinking Through Cultures*. Cambridge, MA: Harvard Univ. Press. ISBN 0-674-88415-9 Hardback; 0-674-88416-7 Paper. Chapter 2 on "Cultural Psychology: What is It?"

## **EDUCATION 220-3 INTRODUCTION TO EDUCATION PSYCHOLOGY**

This course surveys contemporary research and theories of learning and motivation as grounds for designing and evaluating instruction.

Major topics addressed are: theories of learning and motivation, cognitive development, learning and thinking strategies, social factors in learning, learning in subject areas (reading, writing, mathematics, science), classroom processes, evaluating learning outcomes, and individual differences.

**PREREQUISITE:** None.

### **REQUIRED TEXTS:**

McCormick, C.B., Pressley, M. (1997). *Educational Psychology: Learning Instruction and Assessment*. Scarborough: HarperCollins Canada.

### **COURSE REQUIREMENTS:**

There are 12 one-page assignments which are worth 48 out of 100 points in the course. There is a mid-term and a final examination. Each exam is worth 26 points out of 100 points total.

### **SUPPLEMENTARY FEES:**

Course Materials & Service Fees                      \$30