

EDUCATION 320-3

INSTRUCTIONAL PSYCHOLOGY (D1.00) (CAT. #84421)

Fall Semester, 1992
(September 8–December 4)
Tuesdays, 2:30–4:20 p.m.
Thursdays, 2:30–3:20 p.m.
Location: MPX 8680

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PREREQUISITE: EDUC 220

DESCRIPTION

Instructional psychology is a field of research addressing three main concerns:

- How do students learn when an instructor tries to guide the learning process?
- How does motivation develop in instructional settings, and how do motivation and learning influence one another?
- How do teachers think about teaching, and how do these ways of thinking about teaching influence students' learning and motivation?

PDP students and teachers will gain knowledge and skills in this course that contribute to planning, delivering, and evaluating teaching. For psychology students, this course extends classical experimental research about cognition and motivation into the context of one of our society's most influential and pervasive institutions, the classroom.

OBJECTIVES

Knowledge of theory and findings from research in instructional psychology
Skills for reading and understanding research in instructional psychology
Skill at applying research to designing instruction and assessing its effectiveness

OUTLINE OF TOPICS

Models of Students' Cognition and Motivation during Instruction
Learning in the Subject Areas: Language, Reading, Composition, Mathematics, Science
Applying Instructional Psychology in Classroom Teaching

EVALUATION

A paper reviewing research and applying findings to instruction (40% of mark)
Five quizzes (30 min each; short-essay items; each quiz 12% of mark)

READINGS

Required Text: Glover, Ronning, & Bruning. (1990). *Cognitive Psychology for Teachers*.
Materials on reserve in the library