

FALL 2009  
SIMON FRASER UNIVERSITY - Faculty of Education  
EDUC 320-3  
Instructional Psychology Course Outline  
D100

**INSTRUCTOR** Dr. Tracey Leacock  
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Office: EDB 7506

Fridays 12:30-2:20  
AQ 3005

**PREREQUISITE** EDUC 220

**DESCRIPTION** Research in instructional psychology examines aspects of both teaching and learning. This course will address questions such as: How do students learn when an instructor tries to guide the learning process? How do ways of thinking about teaching influence students' learning and motivation? Students will gain knowledge and skills that contribute to planning, delivering and evaluating teaching. This course extends classical experimental research about cognition and motivation and brings it into the context of one of our most influential and pervasive institutions, the classroom.

This course will draw heavily on the *content* covered in EDUC 220 (some students find it useful to keep their 220 textbook as an additional resource for 320) and will focus on deeper understanding of research-based theories and applications.

**OBJECTIVES** To deepen your knowledge of, and ability to talk and write about, educational psychology by developing skills in

- reading about and comprehending educational research as presented in textbooks and academic journals
- interpreting educational research for teacher-audiences
- explaining how the design of instruction can be effectively guided and justified by research

**EVALUATION** The following is the provisional evaluation structure to give you a good idea of what this course entails. Any changes or adjustments will be announced in the first lecture and posted as the official evaluation structure in WebCT. *There is no final exam in this course.*

- Relevant and informed contributions to discussion (primarily in tutorials, but contributions in lecture and online will be factored in, as well) – 25%
- 6 quizzes – 10% each; best 5 of 6 will count (total 50%)
- 5 short written assignments (0.5-1 page each, based on student-identified peer-reviewed journal articles) – 5% each (total 25%)

**REQUIRED TEXTBOOK** Ormrod, J. E. (2008). *Human Learning* (5th ed.). Upper Saddle River, NJ: Pearson. ISBN: 97801332327497

**ADDITIONAL REQUIREMENTS**

- Students will be expected to find and read additional peer-reviewed research articles to complete assignments.
- This course will require students to use WebCT. Students may also have the opportunity to use other technologies that may be helpful in mastering course materials.

**SFU POLICIES ON ACADEMIC HONESTY AND STUDENT CONDUCT**

Please note that all SFU policies apply, including those in category S10 on Academic Honesty and Student Conduct. SFU Policies are available online in the SFU Policy Gazette. *Each student is responsible for becoming familiar with these policies.* Students are also strongly encouraged to review the information on plagiarism on the SFU Library website – *it's not as straightforward as you might think!*