

EDUCATION 320
EDUCATIONAL PSYCHOLOGY: LEARNING AND INSTRUCTION
FALL, 1979

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WHAT IT'S ABOUT:

This course describes and contrasts contemporary theories of learning and motivation as stepping stones to a theory of instruction. Its goal is to provide students with the knowledge and skills to analyze and to construct curriculum materials and models of teaching that make optimum use of principles of learning. An outline of the course is provided (on reverse).

WHO MIGHT TAKE IT:

Students interested in a psychological perspective on educational practice will profit from this course. Psychology majors and minors can use this course to broaden their studies to include the instructional setting as a context for research on learning. Prospective teachers will gain skills for analyzing and evaluating the psychological aspects of instructional practice from this course.

Education 220 or its equivalent is a prerequisite. Students with credit for Education 421 may not take this course for further credit.

COURSE REQUIREMENTS:

1. Three brief quizzes. (20 points each, total 60 points).
2. A term paper analyzing a curriculum package, model of teaching or teacher's lessons in terms of principles of learning and instruction (40 points).
3. Class presentation based on your term paper. (No evaluation).

REQUIRED TEXTS:

Gentile, J.R., Frazier, T.W. and Morris, M.C. Instructional Applications of Behavior Principles, Brooks/Cole, 1973.

Glass, A.L., Holyoak, K.J., and Santa, J.L. Cognition. Addison-Wesley, 1979.

Covington, M.V. and Beery, R.G. Self-Worth and School Learning. Holt, Rinehart and Winston, 1976.

OUTLINE OF TOPICS:

A. Theories and instruction

1. Characteristics of theories of learning and motivation.
2. Characteristics of a theory of instruction.
3. Joining theory and practice.

B. Respondent learning theory

1. The model and its principles.
2. Applications to instruction.

C. Operant learning theory

1. The model and basic principles of acquisition (reinforcement, shaping)
2. Aversion, extinction, generalization, discrimination.
3. Cognitive behavior modification.
4. Instruction and classroom management via operant theory.

D. Information processing theory

1. The model and basic processes.
2. Acquisition - attention, perception and encoding.
3. Retrieval - recognition, recall, transfer and failure to retrieve.
4. Instructional applications.

E. Social learning theory

1. The model and basic processes.
2. Expectancy learning and cognitive control.
3. Incentives; external, vicarious and self-reinforcement.
4. Instructing for concepts and attitudes.

F. Motivation and learning

1. Overview of systems of motivation.
2. Self-perception and attribution theories.
3. Approach, avoidance and students' interpretations in instructional settings.

NOTA BENE:

This course assumes a basic, introductory-level knowledge of models of learning and motivation. If you feel a bit rusty on these topics, read or review these chapter(s) in an introductory text on educational psychology. Or, chat with me for guidance about preparing for the course.