

Education 320-3 Educational Psychology: Learning and Instruction

SPRING, 1984

INSTRUCTOR: Dr. Philip H. Winne
Office: MPX 9611
Telephone: 291-4858

Tuesdays, 1:00 - 4:00 p.m.

LOCATION: on campus

PREREQUISITE: Education 220 or equivalent.

This course is an introduction to the field of instructional psychology. It surveys theoretical and empirical research on learning, motivation, and instruction that contributes to an eclectic psychological foundation for analyzing and designing instruction.

Students interested in the psychology of instruction will profit from this course. Teachers and prospective teachers will gain knowledge and skills to help in planning, delivering, and evaluating teaching. Psychology students can use this course to extend studies about learning and motivation to the contexts of classroom teaching and learning from text.

OUTLINE OF TOPICS:

1. Facets of instruction: the CEDARS model
2. Theories of learning applied to classroom teaching
 - a. Classical theory
 - b. Operant theory
 - c. Social learning
 - d. Cognitive models
3. Theories of motivation applied to classroom teaching
 - a. Attribution models
 - b. Expectancy models
4. Models of instruction
 - a. Task model and academic work
 - b. Cognitive mediation model
5. Tools for applying instructional psychology to teaching
 - a. goal analysis, task analysis, and cognitive objectives
 - b. observation skills, teaching logs, and traces of cognitive activities
 - c. content analysis of text and lecture
 - d. teacher decision-making

REQUIREMENTS:

1. approximately 50 pages of reading per week
2. written in-class and homework assignments (15% of mark)
3. classroom observation assignment (35% of mark)
4. midterm exam (25% of mark)
5. final exam (25% of mark)

TEXTBOOKS:

Gagné, E.D. The Cognitive Psychology of School Learning. Little, Brown, in press.
(available from instructor for purchase)

Vargas, J.S. Behavioural Psychology for Teachers. Harper & Row, 1977.

These will be supplemented by several items placed on reserve in the library.