

EDUCATION 320-3

INSTRUCTIONAL PSYCHOLOGY

Spring Semester 1990
Lecture: Tuesdays, 12:30 - 14:20
Tutorial: Thursdays, 10:30-11:20 or 11:30 - 12:20
MPX 9511/12

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PREREQUISITE

EDUC 220 - Introduction to Educational Psychology or equivalent (e.g., PSYC 100 or 102)

DESCRIPTION

Instructional psychology is a field of empirical research that seeks to develop and test models addressing three main kinds of questions:

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 can contribute to planning, delivering, and assessing teaching. For psychology students, this course extends classical experimental research about learning and motivation into the context of one of our society's most influential and pervasive institutions, the classroom.

OBJECTIVES

Knowledge of theory and research findings 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

Macro and Micro Models of Instruction
Respondent and Operant (Behavioral) Models of Learning in Classroom Contexts
Social Learning Models of Learning and Motivation
Models of Students' Motivation
Cognitive Models of Students' Learning
A Cognitive Model of Teachers' Instructional Behavior
Tools for Applying Instructional Psychology to Teaching

EVALUATION

Review of research + a design for instruction that applies its findings (50% of mark)
Two exams (short-essay; each 25% of mark)

READINGS

Required text: Gagné, E. D. (1985). *The Cognitive Psychology of School Learning*.
Materials on reserve in the library.