

FALL 1995

EVENING

EDUC 320-3
INSTRUCTIONAL PSYCHOLOGY
(E1.00)

J. NESBIT

PREREQUISITE: EDUC 220

Instructional psychology applies theories of cognition, motivation and learning to educational settings. As a field of research, instructional psychology studies techniques, strategies and environments that assist students to master specific subjects and to become independent, self-directed learners.

Instructional psychology addresses questions such as these:

What is the best way to study for an exam?

Does taking a university course on formal logic make you a more logical thinker?

Do children learn a substantial number of new words by just reading them in context?

How can the user interface in simulation software be designed to maximize learning?

In this course, education students and teachers will gain an understanding of research and theory underlying current trends in the subject areas. They will acquire knowledge and skills that contribute to the planning and implementation of effective teaching. Psychology students will learn how cognitive psychology is influencing educational practice in classrooms from kindergarten to high school.

TOPICS

Types of knowledge; motivation and instruction; models of memory and learning; problem solving; differences between novices and experts; instructional design; study strategies; cognitive psychology in the subject areas: language, reading, writing, mathematics, science; classroom teaching; impact from computer and communications technology; constructivism.

EVALUATION

The grade for this course will be based on:

- four minor assignments 40%
- a term project 30%
- a cumulative final exam 30%

READINGS

There is one required text:

Glover, J., Ronning, R., & Bruning, R. (1990). <u>Cognitive psychology for teachers</u> . New York: Macmillan.
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Other readings will be provided in class or placed on reserve at the library.