

EDUCATION 220-3

Psychological Issues in Education

Fall 1988
Tuesdays/Thursdays
9:30 - 10:20

Instructor: Prof. Gloria P. Sampson
Office: MPX 8671
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Aims

This course surveys the discipline of educational psychology. Students will examine several contemporary theories of human learning and explore the multitude of ways teachers can help their students grow affectively, socially and cognitively.

Topics

1. The nature of educational psychology
2. The many roles of a teacher
3. How to read an educational research study
4. The role of language in the educational process
5. Social development as mediated in the classroom
6. Learning theories: behavioral theories and cognitive theories
7. Motivation and classroom management
8. Designing instructional events
9. Measurement and evaluation: standardized and teacher-made tests

Course Requirements

Students write four short papers (5 pages each) on each of the topics below. Each paper is worth 25% of the total grade for the course.

1. Evaluating an educational research study
2. Examining the role of language in the learning process
3. Comparing two theories of learning
4. Creating classroom questions which tap different cognitive abilities

Textbooks

Anita Woolfolk, Educational Psychology, 3rd edition. Englewood Cliffs, N.J.: Prentice-Hall.

Todd M. Davis and Jane Furr Davis, Study Guide for Educational Psychology, 3rd edition. Englewood Cliffs, N.J.: Prentice-Hall, 1987.

(optional) J. L. Ellis, The Litwell Guide to Better and Faster Essay Writing. Vancouver, B.C.: Litwell Innovative Communication Ltd., 1976.

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PSYCHOLOGICAL ISSUES IN EDUCATION

This course will survey basic issues and topics in educational psychology, treating educational psychology both as a discipline of scientific study and as a body of knowledge that can inform teachers about their profession.

The course has been divided into 24 study sessions. Each study session consists of readings from the textbook, study exercises presented in the Student Study Guide, and an activity that provides an opportunity to experience and elaborate one of the ideas central to the study session. All three components of each study session contribute to learning about educational psychology. Topics to be covered are:

- A. Introduction to Learning Theories
 - 1. Behavior Theories
 - 2. Information Processing Theories
 - 3. Social Learning Theory

- B. Individual Differences Among Learners
 - 1. Motivation and Learning
 - 2. Personality
 - 3. Intelligence
 - 4. Development
 - 5. Special Students

- C. Teaching
 - 1. Instructional Design
 - 2. Method and Models of Teaching

- D. Measurement of Learning
 - 1. The Nature of Measurement
 - 2. Standardized Tests
 - 3. Teacher-Made Tests

PREREQUISITE: None.

REQUIRED TEXTS:

Bierly, M.M., D.D. Berliner and N.L. Gage. *Student Study Guide: Educational Psychology*. Chicago: Rand McNally, 3rd ed., 1984.

Gage, N.L. and D.C. Berliner. *Educational Psychology*. Chicago: Rand McNally, 3rd ed., 1984.

COURSE REQUIREMENTS:

There will be three Think Papers worth a total of 20 points, plus a Tutoring Project or a Term Paper worth a total of 30 points. There will be a midterm examination of 60 multiple choice items worth 25 points and a final examination of 60 multiple choice items worth 25 points.

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.