

FALL, 1980

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MPX 9611
291-3618

CAMPUS

Tuesday 4:00 - 7:00

WHAT IT'S ABOUT:

This course examines 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 create teaching environments that make optimum use of principles of learning.

WHO MIGHT TAKE IT:

Students interested in a psychological perspective on educational practice will profit from this course. Psychology students 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 teaching 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.

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. Classical (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. Instruction and classroom management via operant theory
- D. 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
- E. Motivation and learning
 - 1. Overview of systems of motivation
 - 2. Self-perception and attribution theories
 - 3. Approach, avoidance and students' interpretations in instructional settings
- F. 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

NOTA BENE:

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

Text: West, C. K., & Foster, S. F. The psychology of human learning and instruction in education. Belmont, Calif.: Wadsworth, 1976.

Content Outline

1. Introduction to Learning and Instruction
Planning for instruction: (1) instructional objectives, (2) assessing entering capabilities, (3) selecting and organizing appropriate learning experiences, (4) guiding the learning process, (5) evaluating outcomes.
2. Major Concepts from Theories of Learning
Pavlov, Watson, Guthrie, Hull, Thorndike, Skinner, Tolman, Lewin, Bandura, Bruner, Ausubel, Hunt, and Gagne.
3. The Frame of Reference: A Cognitive Relativistic View of Behavior and Learning.
Six components: Concepts, structures, affect, values, needs, and interests.
4. Motivation, Reinforcement, and Imitation.
5. Retention and Transfer in Human Learning.
Memory and attention.
6. Thinking, Problem Solving, and Creativity
Piaget and Torrance.
7. Educational Approaches to Individual Differences
Mastery learning, programmed instruction, open education.
8. Attitude Learning in the Schools
Moral attitudes and values: Cognitive Development and Social Learning
9. Measurement and Evaluation of Learning
Formative and summative evaluation.
10. Teacher-Influences Learning Variables and Implications for Teaching
Stages 1-5

Grading*

- C
 1. Attendance & participation.
 2. Achieve 85 points on chapter/lecture quizzes. (Each quiz will be 10 questions, with one point given for each correct answer.)
- B
 1. Complete requirements for a "C".
 2. Do an individual project consisting of (1) an Application paper, (2) a diagram, (3) a chapter summary card, (4) a Reaction paper, and (5) a class presentation on one of the above. (To be discussed more fully in class.)
- A
 1. Complete requirements for a "B".
 2. Write a synthesis level paper of a literature review or mini-research project (min. 10 pages, typed in CPA format).

*Since grading will be criterion referenced, the student's work will have to achieve a quality set by the instructor.