

SIMON FRASER UNIVERSITY
EDUCATION 320-3
INSTRUCTIONAL PSYCHOLOGY
(D1.00)

Spring Semester, 1992
(January 6 - April 3)
Tuesday, 1:30–4:20 p.m.
Location: MPX 8651

Instructor: Dr. Phil Winne
Office: MPX 9506
Phone: 291-4858

PREREQUISITE

Educ. 220–Introduction to Educational Psychology.

DESCRIPTION

Instructional psychology is a field of research addressing three main concerns:

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

OBJECTIVES

Knowledge of theory and findings from research 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

Models of Students' Cognition and Motivation during Instruction.

Learning in the Subject Areas: Language, Reading, Composition, Mathematics, and Science.

Applying instructional Psychology in Classroom Teaching.

EVALUATION

A paper reviewing research and applying findings to instruction (40% of mark).

Five quizzes (30 minutes each; short essay items; each quiz 12% of mark).

READINGS

Required Text: Glover, Ronning, & Bruning. (1990). Cognitive Psychology for Teachers.

Materials on reserve in the library.