

Instructional Psychology

(E1.00)

Fall 1995
(September 5 - November 28)
Tuesday, 16:30 - 18:20 & tutorials
Location: MPX 7610

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Prerequisite Educ 220

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 for using research to design instruction and assess its effectiveness

Topics

Models of Students' Cognition and Motivation during Instruction
Learning in the Subject Areas: Language, Reading, Composition, Mathematics, Science
Applying Instructional Psychology in Classroom Teaching

Evaluation

The grade for this course will be based on three brief analyses of instructional situations (10% each, total 30%), a term project (40%), and a cumulative final examination (30%).

Readings

Required Text: Bruning et al. (1990). *Cognitive psychology and instruction*.

Students also need to purchase a course pack of additional readings from the bookstore.