

Spring Semester 1999

EDUC 320 - 3
Instructional Psychology

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E01.00

Mondays 16:30-18:20 & Tutorials

PREREQUISITE

Educ 220

COURSE DESCRIPTION

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

- 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 theories and research-based findings in instructional psychology
- Skill in reading research articles and reviews of research
- Skill in designing instruction guided and justified by research

TOPICS

- Models of cognition, motivation, metacognition, and self-regulated learning
- Learning in the subject areas: language, reading, composition, mathematics, science
- Designing instruction: texts, teaching, tutoring, and technologies

EVALUATION

- Weekly Tutorial Activities (20%)
- Design Projects (2 @ 25%)
- Final Examination (30%)

REQUIRED READINGS

Bruning, R. H., Schraw, G. J., and Ronning, R. R. Cognitive Psychology and Instruction. Englewood Cliffs, NJ: Prentice-Hall.

Xerox research articles on reserve in the library.