
Fall Semester 2001

EDUC 320 - 3
Instructional Psychology

Dianne Jamieson-Noel
Office: EDB 8645
Phone: 291-4548
Email: djamieso@sfu.ca

Friday 11:30-13:20 in AQ 3153
plus 1 hour tutorial

D01.00

PREREQUISITE

Educ 220

DESCRIPTION

Instructional psychology is a field of research that examines aspects of both teaching and learning. The following questions will be addressed: a) How do students learn when an instructor tries to guide the learning process? b) How does motivation develop in instructional settings? c) How do motivation and learning influence one another? d) How do teachers think about teaching, and how do these ways of thinking about teaching influence students' learning and motivation?

Students will gain knowledge and skills in this course that contribute to planning, delivering and evaluating teaching. Furthermore, the course will also emphasize ways to promote desired learning outcomes. This course extends classical experimental research about cognition and motivation and brings it into the context of one of our society's most influential and pervasive institutions, the classroom.

OBJECTIVES

There are three overall main objectives of the course: a) gain knowledge of theories and research based findings in instructional psychology, b) obtain skills in reading research articles and reviews of research and c) develop skills in designing instruction guided and justified by research.

TOPICS

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

EVALUATION

- Tutorial Activities (20%)
- Think Paper (25%)
- Design Project (25%)
- Final Examination (30%)

REQUIRED READINGS

Bruning, R.H., Schraw, G.J. & Ronning, R.R. (1999). Cognitive Psychology and Instruction (3rd Ed.) Upper Saddle River, NJ: Prentice-Hall.

Supplementary articles will also be put on reserve in the library.