

Fridays 11:30-14:20
WMX 3260

D01.00

PREREQUISITE:

Educ 220

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 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 skill 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, self-regulated learning,
- Designing instruction: texts, teaching, tutoring and technologies
- Learning within the subject areas: language, reading, composition, mathematics and science.

EVALUATION

- Think Paper (20%)
- Midterm Exam (20%)
- Study Portfolio (20%)
- Design Project (20%)
- Final Exam (20%)

REQUIRED READINGS

Bruning, R.H., Schraw, G.J., Norby, M.M., & Ronning, R.R. (2004). (4th Ed.). Cognitive Psychology and Instruction. Upper Saddle River, NJ: Prentice-Hall.