

University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations and Psychology
EDUA 1800 – Psychology of Learning and Instruction
Section A13
2007-2008 (Term 1)

Instructor: Charlotte Enns
Room 207 Education
474-6393 (office/voice mail) ennscj@cc.umanitoba.ca

Class Times: Tuesdays and Thursdays, 13:00 – 14:50
September 11 – November 9, 2007

Office Hours: Mondays, 9:00 – 10:30 and Thursdays 10:30 to 12:00, or by appointment.

Text Book: Santrock, Woloshyn, Gallagher, Di Petta, & Marini (2007). *Educational Psychology, Second Canadian Edition*. Whitby, ON: McGraw-Hill Ryerson.

Course Description:

A study of relevant psychological principles applied to an educational setting. Learning theories as they apply to behaviour change will be investigated, plus motivation, group dynamics, measurement, and special problems of learning.

Purpose of the Course:

To gain an understanding of a variety of learning theories and how they apply to educational settings.

To become aware of personal beliefs regarding learning and teaching.

To work cooperatively with others who may not share the same beliefs about learning and teaching.

Grading:

95 - 100	A+	75 - 79	C+
90 - 94	A	70 - 74	C
85 - 89	B+	60 - 69	D
80 - 84	B	0 - 59	F

Evaluation:

Discussion Groups	15	(Sept. 20, Oct. 11, and Oct. 25)
Discussion Paper	20	(Sept. 27, Oct. 18, or Nov. 1)
Statement of Beliefs	40	(October 23)
Final Test	25	(November 8)
TOTAL	100	

Discussion Groups:

The class will be divided into groups of three or four students on three occasions. Class time will be allotted for discussion of specific issues based on the assigned reading. During the discussion one student will act as the recorder and later submit a written report of the group’s response to the assigned questions (see “Discussion Paper” below for a description of the written reports). Marks (5 points for each of the three discussion periods) will be generated by peer evaluation. Each student’s participation will be assigned a mark from each of the individuals in the group based on completion of the necessary reading and interaction during the discussion.

Discussion Papers:

Discussion papers must include responses to each of the assigned questions. These responses should not only be the recorder’s personal opinions, but should reflect all perspectives that were presented by group members during the discussion. Papers must be 3 -5 double-spaced typed pages. You will submit a report on only one of the three discussion group sessions. Papers are due one week following the discussion.

Final Test:

An in-class test will be given during the last class of the term. The test will cover information from the text book, group discussions, and class lectures. The format will consist of a variety of both short and long answer questions. A more specific study guide will be provided prior to the test date.

Statement of Beliefs:

Each student will be expected to write a personal statement defining her/his beliefs about learning and instruction. These statements must be related to the three major learning theories discussed in class (behavioural, cognitive, socio-cultural), and be supported by personal experience. The belief statements must also include the application of beliefs to practice – what impact will your beliefs have on classroom environment, activities, management, and communication. Belief statements must be a minimum of 10 double-spaced, typed pages.

Marking Rubric:

10	Theory – knowledge and ability to critique the three major learning theories (behavioural, cognitive, socio-cultural) and developmental theories (cognitive, language, psycho-social, moral)
10	Experience – examples from personal experiences as a learner or as a teacher that support your beliefs in the cited theories and your rationale for including them
15	Application – specific examples of how you will apply the cited theories in your classroom
5	General organization, presentation, and style

General Comments:

Below are some general comments regarding class expectations. If you require any modifications to ensure your full participation and success please talk to me as soon as possible. In addition to the items mentioned below please note that the “General Guidelines for Professional Practice in Faculty Course Work” apply in this course.

Class Participation - Students are expected to attend class regularly, read assigned sections of the textbook, and participate in class discussions, group assignments, and role-play activities.

U of M Policies - The University of Manitoba requires that I draw attention to University policies regarding academic dishonesty, incompletes and assignment grades. Please refer to the general calendar for further details.

People First Language - Although many students experience labelling in our school system it remains up to us as teachers and caring citizens to remember that behind every label is a person. Please remember to use "people first" language in references to people with a disability and not use terms such as "the disabled".

Excuses, Late papers – All assignments must be submitted to be eligible for a final grade in the course. Assignments delivered late without prior permission will not be accepted. Please feel free to call and discuss any extensions or difficulties you are having before the final date to submit your paper.

Unclaimed assignments – Assignments not claimed within one month following the last class will become the property of the Faculty of Education and will be subject to destruction.

References – Students are expected to cite and list reference materials according to American Psychological Association (APA) guidelines. In particular, sources cited within a document should include author and date in brackets, e.g. (Sapon-Shevin, 1999), with a full listing at the end of the document, e.g.

Sapon-Shevin, M. (1999). *Because we can change the world; A practical guide to building cooperative, inclusive classroom communities*. Needham Heights, MA: Allyn & Bacon.

For other reference guidelines please refer to the APA Manual.

Course Schedule

DATE	TOPIC	READINGS/ASSIGNMENTS
Sept. 11	Overview of Educational Psychology	Chapter 1
Part 1 – Development and Learning:		
Sept. 13	Development – Cognitive	Chapter 2
Sept. 18	Development - Language	Chapter 2
Sept. 20	Development – Socio-emotional	Chapter 3
Discussion Group #1: Moral Development		
Sept. 25	Theories - Behavioural	Chapter 7
Sept. 27	Theories - Cognitive	Chapter 8
Discussion Paper #1 due		
Oct. 2	Theories – Social Constructivist	Chapter 9
Oct. 4	Individual Variations	Chapter 4
	Review of Theories/Sample Belief Statement	
Part 2 – Teaching Strategies:		
Oct. 9	Motivation	Chapter 11
Oct. 11	Instructional Strategies	Chapter 10
Discussion Group #2: Classroom Communication		
Oct. 16	Classroom Management	Chapter 12
Oct. 18	Classroom Management (continued)	
Discussion Paper #2 due		
Part 3 – Social Context:		
Oct. 23	Anti-Homophobic Awareness	
Statement of Beliefs due		
Oct. 25	Gender Influences	Chapter 5
Group Discussion #3: Gender Influences		
Oct. 30	Students with Special Needs	Chapter 6
	Differentiated Instruction	
Nov. 1	Assessment	Chapter 14
Discussion Paper #3 due		
Nov. 6	Multicultural Education/Review for Test	
Nov. 8	Final Test	

Peer Marking for Discussion Group Work

Criteria for assessing Discussion Groups #1, #2, and #3

Reading Mark:

- marked out of 2.5
- member demonstrates he/she has read the chapter and is familiar with its content
- member demonstrates ability to link reading, lecture and discussion topic

Discussion Mark:

- marked out of 2.5
- member takes part in the discussion, states opinions, critiques ideas, works well with others

Discussion Group #3 Name: _____

Group Members	Reading Mark	Discussion Mark	Total
1. _____			
2. _____			
3. _____			

.....

Discussion Group #2 Name: _____

Group Members	Reading Mark	Discussion Mark	Total
1. _____			
2. _____			
3. _____			

.....

Discussion Group #1 Name: _____

Group Members	Reading Mark	Discussion Mark	Total
1. _____			
2. _____			
3. _____			

.....
