

FEB 07 2001

**Education 2000 – Section C3**  
**EDUCATIONAL PSYCHOLOGY FOR TEACHING**  
Grande Prairie Regional College  
Winter, 2001

Instructor: Gerry van Nie  
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Office Hours: by appointment  
Class Time: Thursday evening: 6:00 – 8:50 p.m.  
Room Number: A314

Texts:

1. Educational Psychology: Canadian Edition by Woolfolk, E., Winne, P., & Perry, N. (required).
2. Case Studies: Applying Educational Psychology by Dinah L. Jackson and Jeanne Ellis Ormrod (required and should come shrink-wrapped with your textbook).

Course Content: The specific topics covered in this course are arranged according to four (4) general themes: student development; classroom learning and instruction; learner diversity: individual differences in students; and student motivation.

Course Objectives: This course is designed to provide students in Education with a working knowledge of important concepts and issues in Educational Psychology. The information presented in this course will relate directly to the practice of teaching.

## Course Requirements:

Evaluations will be based on three (3) examinations, one (1) case study presentation, and one (1) self-evaluation report as follows:

Exam #1	20%	February 1	Chapters 1- 4 & 15 (incl) (in class exam)
		February 22	
Case Study	20%		Group Work
Exam #2	20%	March 15	Chapters 5-9 (incl) (take home exam)
Exam #3	20%	April 19 (tentative)	Chapters 10-14 (incl) (in class exam)
Self Assessment	20%	Friday, the week following last class	Based on ongoing self- reflection

Please note that exam dates listed on this handout are tentative and are subject to change. For the final examination students must be available during the time outlined in the college calendar. The date and time of the final exam will be announced by the Student Services office. This information is also subject to change so students should continue checking the posted schedules as they are updated.

Exams will consist of multiple choice, short and long answer questions. Students are required to inform the instructor if an exam is missed, and prior to the exam in cases where students realize that they must miss an exam for a legitimate reason. Any requests for alternative forms of evaluation must be discussed in person with the instructor prior to the second scheduled exam date.

Case studies will be completed through group work, using a cooperative learning approach, and presented to the class. Prior to the completion of the case studies, groups are required to submit a written outline including the case study selected and each individual's role in preparing the case study. Group members are responsible to ensure that each group member has a working understanding of all aspects of the case study. During the group presentation, questions may be directed at any of the group members regardless of their role in preparing the case study. A written summary of the case study must be prepared by each group and the written analysis should be no longer than 2 or 3 double-spaced typewritten pages. The summary should be written in essay format and should include practical applications based on theoretical constructs outlined in lectures and the course textbook. Extensions may be granted under legitimate extenuating circumstances to be discussed as a group with the instructor prior to the case study due dates.

Because textbook information is frequently supplemented with additional information during class, it is important to attend all lectures. Students are responsible for information discussed both during class time (including case study presentations) and in the course textbook. Preparing for class by prereading relevant chapters in the textbook is strongly recommended.

Students are strongly encouraged to discuss any difficulties pertaining to the course with the instructor. It is also strongly recommended that as a community of learners participating in this course, you utilize each other's strengths as learners.

Any changes made to the course outline will be made in consultation with students during class time. Should you not be present when changes are made, it is your responsibility to access the information.

### COURSE SCHEDULE:

#### January 1– January 25

Teachers, Teaching, and Educational Psychology  
Ethical Stances (not included in textbook)  
Classroom Achievement and Grading  
Cognitive Development and Language  
Personal, Social, and Emotional Development  
The Impact of Culture and Community

Chapters: 1, 15, 2, 3 & 4

#### February 1 – March 8

Behavioral Views of Learning  
Cognitive Views of Learning  
Complex Cognitive Processes  
Learning and Instruction

Chapters: 5, 6, 7, 8, & 9

#### March 15 – April 12

Motivation: Issues and Explanations  
Motivation, Teaching, and Learning  
Creating Learning Environments  
Teaching for Learning  
Standardized Testing

Chapters: 10, 11, 12, 13, & 14