

## Contemporary Theory and Research in Educational Psychology

Education 860

Section: G001

Term: 2011 Fall

Instructor: Danielle M. Law, PhD

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Consultation: Please email for appointment

**Discussion Topics:** This course surveys contemporary theories, models and empirical research on cognitive, metacognitive and motivational factors that (a) influence how learners go about learning in classrooms, when they study solo and as they use educational technologies; and (b) what they achieve. Primary goals for students are to (a) develop breadth and some depth in these topics; (b) cultivate basic skills for posing models and analyzing research in educational psychology; and, (c) advance skills for designing and warranting frameworks for instruction. Each class is student-centered and will involve thoughtful presentations and discussion based on the readings. A 15 min break is taken at approximately 18:00. Class ends approximately 19:15.

**Grading: Discussion Leader (20% of grade):** Each student will be responsible for leading the discussion of one weeks readings. This involves facilitating the class through a lively and engaging discussion of the topic. The goal is not to summarize or lecture about the readings, but to facilitate class discussion.

**Thought Paper (5% each X 10):** When students are NOT leading the discussion, they will be responsible for critically reacting to the weekly reading in a one-page paper. Papers are designed to provoke deeper understanding and will be evaluated based on clarity and degree of insight and thought.

**Proposal ( 20% of grade).** Students will be responsible for writing a 5-10 page instructional design or research proposal grounded in readings assigned for the course. Due at the beginning of the last class meeting.

**Class participation (10% of grade).** Each student will be expected to participate during class discussion. Failure to attend without a valid explanation will be reflected in your grade.

**Required Texts:** Students download readings (approx. 50-75 pp./week) using the Librarys access to electronic databases. Some items may be placed on reserve in hard copy.

**Recommended Texts:**

**Materials/Supplies:**

**Prerequisite/Corequisite:** None. Students are strongly recommended to have recently taken at least one course in educational psychology or a closely related topic, e.g., cognition, motivation, developmental psychology. Students without this background should read, before the semester starts, appropriate chapters in an introductory educational psychology text such as Woolfolk, Winne & Perrys Educational Psychology (2009).

**Notes:** All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic integrity and good conduct is a condition of continued membership in the university community.

Please review the Policy at <http://www.sfu.ca/policies/files/Students/S10.01.pdf>.

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