

The University of Manitoba  
Faculty of Education  
Department of Educational Administration, Foundations & Psychology

**EDUA 1800 (A35) Psychology of Learning and Instruction I: Theory and Practice**  
(3 credit hours)  
Course Outline Sept. 2008 to Dec. 2008

**NOT AS BAD AS BEFORE...**

**Time:** Tuesday 8:30 to 10:20, Thursday 8:30 to 10:20  
**Room:** 327 Education  
**Office Hours:** Tuesdays 10:30 to 12:30 or by appointment

**Instructor:** Robert Renaud, Ph.D.  
215 Education  
Telephone: 474 6786  
Email: [renaudr@ms.umanitoba.ca](mailto:renaudr@ms.umanitoba.ca)  
Web Page: <http://home.cc.umanitoba.ca/~renaudr/> (*Most of the assignments will be posted here*)

**Course Overview:**

As stated in the calendar, this course will include an examination of theoretical concepts and practical issues related to learning and the development of learners. Learning theories as they apply to behavior change will be investigated, as well as motivation, group dynamics, measurement and special problems of learning.

**Text:**

Woolfolk, A. E., Winne, P. H., & Perry, N. E. (2009). Educational Psychology (4<sup>th</sup> Canadian Edition). Scarborough, Ontario: Allyn and Bacon Canada  
ISBN: 0-205-53367-1

## Evaluation

The major course requirements (and weights) are as follows:

### 1. **Assignments 90%**

Immediately following each class, you will receive a short written assignment (2-3 pages, preferably typed and double-spaced) that will be due at the start of the following class. Each assignment will be posted on my web page <http://home.cc.umanitoba.ca/~renaudr/> and may be completed either individually or in small groups (up to 3 people). Among the approximately 15 assignments we will have throughout the course, you are to complete 10. You may choose which 10 assignments to complete and from your 10 assignment grades, I will drop the lowest of the 10, which will leave 9 assignments to be weighted equally. Therefore, each assignment will be worth 10% of your final grade in the course (i.e.,  $9 \times 10\% = 90\%$ ). Given the flexibility in completing these assignments and to be as fair as possible to everyone in the class, unless there is a serious reason (e.g., medical, compassionate), late assignments will not be accepted.

*\*\* Please keep a copy (on disk or photocopy) of each assignment you submit in this course. In the event that I do not receive your assignment (e.g., the e-mail system is not working properly), I will ask you to immediately provide me with another copy. Failing to do so will result in getting 0 for that assignment.*

### 2. **Participation 10%**

Overall, in an attempt to define “participation”, I am inclined to say that a student who participates in class is one who consistently contributes to the classroom learning environment in a positive way. While the more obvious ways to participate (e.g., asking questions, contributing to group activities) are always encouraged, participation also includes behaving in a professional manner by not excessively engaging in behaviours that are either disruptive or disrespectful toward others such as the following:

- arriving late for class
- frequently talking while another student or the instructor is talking (i.e., having side conversations)
- drawing pictures in a notebook during class
- walking in and out of the room while class is in session
- reading newspapers or magazines in class
- doing outside work (e.g., from another course) during class

Therefore, to promote a respectful learning environment, and realizing that some people are naturally not as publicly vocal as others, I will give a full 10/10 to each person who participates in each class by at least demonstrating the level of professionalism that is expected of teachers (i.e., not doing any of the above negative behaviors).

## Lesson Schedule

<b>Date</b>	<b>Topics/Readings</b>
Tuesday Sept. 9	Intro to the course <b>Effective Teaching</b>
Thursday Sept. 11	Effective Teaching - Chapter 12
Tuesday Sept. 16	Ethics of Teaching
Thursday Sept. 18	Movie <b>Classroom Management</b>
Tuesday Sept. 23	Classroom Management - Chapter 11
Thursday Sept. 25	Motivation - Chapter 10
Tuesday Sept. 30	Behavioral Learning - Chapter 6
Thursday Oct. 2	Social Learning - Chapter 9
Tuesday Oct. 7	Cultural and Ethnic Issues - Chapter 5 <b>Development</b>
Thursday Oct. 9	Cognitive Development - Chapter 2
Tuesday Oct. 14	Social/Moral Development - Chapter 3
Thursday Oct. 16	Cognitive Learning - Chapter 7
Tuesday Oct. 21	Complex Cognitive Processes - Chapter 8 <b>Assessment</b>
Thursday Oct. 23	Intelligence - Chapter 4
Tuesday Oct. 28	Standardized Tests - Chapter 13
Thursday Oct. 30	Grading and Assessment - Chapter 13
Tuesday Nov. 4	Research Methods - Chapter 1
Thursday Nov. 6	Summary and in-class assignment

## General Comments

Below are some general comments on how this course will run. If you require any modification to insure your full participation in this course, please talk to me as soon as possible.

University policies. The University of Manitoba requires that I draw your attention to a number of policies and regulations regarding attendance and debarment, cheating and plagiarism, incompletes, appeals of assigned grades and voluntary withdrawal. You will find these explained in the 2008-2009 Undergraduate Calendar (pages 25-28 and pages 245-247). Also, please see pages 19-20 for policies regarding the responsibilities of academic staff towards students.

Letter grades will be assigned according to the Faculty of Education grading conversion scheme:

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Level of Achievement</b>	<b>Percentage Range</b>
A+	4.5	WOW!	95+
A	4	Excellent	90-94
B+	3.5	Very Good	85-89
B	3	Good	80-84
C+	2.5	Satisfactory	75-79
C	2	Adequate	70-74
D	1	Marginal	60-69
F	0	Failure	Below 60