

SIMON FRASER UNIVERSITY

MEMORANDUM

S.78-48

To Senate

From Senate Committee on Undergraduate
Studies

Subject Proposed New Courses, Faculty of
Education: EDUC 320-3 and
325-3

Date 78/04/21

Action taken by the Senate Committee on Undergraduate Studies at its meeting on 1978-03-21 gives rise to the following motion:

MOTION

That the new course proposals for EDUC 320-3 (Educational Psychology: Learning and Instruction) and EDUC 325-3 (Measurement and Evaluation in Teaching), as set forth in S.78-48, be approved and recommended to the Board for approval.

Note - These two courses are designed to divide and deal more adequately with the substance of a single earlier course, EDUC 421-4 (Learning and Evaluation). EDUC 421-4 will be discontinued and dropped from the calendar.

D.R. Birch

D.R. Birch

/cg

SIMON FRASER UNIVERSITY SCUS 78-10

MEMORANDUM

Harry Evans, Secretary

From J.W. George Ivany, Dean

Senate

Faculty of Education

Subject *New Courses -*
EDUC 320-3
EDUC 325-3

Date February 16, 1978

The Faculty of Education at its meeting on January 30, 1978 approved the attached new course proposals for Education 320-3 (Educational Psychology: Learning and Instruction) and Education 325-3 (Measurement and Evaluation in Teaching).

Please include these on the agenda for the next meeting of the Senate Committee on Undergraduate Studies.

RECEIVED

FEB 21 1978

REGISTRAR'S OFFICE
MAIL DESK

J.W. George Ivany

SK/ga

cc: M. Wideen
 S. Kanehara

Registrar's Note:

These papers were distributed for the SCUS meeting of March 7, 1978, and were removed from the agenda of that meeting to give opportunity for response to any general questions of overlap.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 320 Credit Hours: 3 Vector: 3-0-0

Title of Course: Educational Psychology: Learning and Instruction

Calendar Description of Course: An examination of prominent theories of instruction and their basis in research as descriptive lenses for viewing school learning events. Emphasis will be placed on information processing and operant and social-psychological models of instruction derived from learning, student teacher interaction, and curriculum-based research.

Nature of Course LECTURE

Prerequisites (or special instructions): Education 220 or equivalent; Psychology 201 recommended. Students with credit for EDUC. 421 may not take this course for additional credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: This course, along with the accompanying proposal for Education 325 divides an earlier course (EDUC. 421, Learning and Evaluation) into two parts to

2. Scheduling separate relatively unrelated foci, and to better service various groups interested in education

How frequently will the course be offered? once/academic year

Semester in which the course will first be offered?

SPRING/79

Which of your present faculty would be available to make the proposed offering possible? Dr. J. Martin, Dr. R. Marx, Dr. S. Shapson, Dr. P. Winne, Dr. L. Prock

3. Objectives of the Course This course provides students with basic knowledge about instruction as gleaned from contemporary theory and research in educational psychology. As a result, students will be able to make use of current research-based knowledge about instruction to describe, analyze, and if relevant, improve teaching practice. Also, this foundation will help them to understand and rationally adapt findings of future research to their needs. The course would beneficially serve teachers, students preparing for teaching, and Education Minors students studying the scientific bases of education.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	No additional faculty will be required.
Staff	No additional staff will be required.
Library	See Appendix A
Audio Visual	none
Space	none
Equipment	none

5. Approval

Date: December 7, 1977

M. W. Adams
Department Chairman

Feb 20/78
J. W. George
Dean

Dan R. Birch
Chairman, SCUS

Education 320 Educational Psychology: Learning and Instruction

Overview of Instructional Psychology

1. Begetting the discipline
 - a. Instructional psychology and psychology
 - b. "Researchable" topics: attending, organizing, responding and learning
2. A brief history of learning and instruction

Information Processing Views of Instruction

1. Foundations
 - a. Associational models of learning (list and PA acquisition, interference theory of forgetting)
 - b. Concept recognition and memory processing models (CS and STM processing view)
2. Contemporary theory and research
 - a. Structural processing models (Gagne, Resnick)
 - b. Dynamic processing models (Smith, Mayer & Greeno, Atkinson)
3. Curriculum specific theory and research
 - a. Mathematics, science
 - b. Reading

Operant Views of Instruction

1. Foundations
 - a. Radical operant theory
 - b. "Mediated" operant theory
2. Contemporary theory and research
 - a. Direct behavior modification
 - b. Social learning models and context effects
3. Curriculum specific theory and research
 - a. DISTAR instructional model
 - b. Programmed learning and computer-assisted instructional models.

Social-Psychological Views of Instruction

1. Foundations
 - a. Group process
 - b. Phenomenological theory

c. Balance theory; cognitive dissonance

2. Contemporary theory and research

- a. Interpersonal dynamics
- b. Attribution theory

3. Curriculum applications and research

- a. Simulation and gaming
- b. Phenomenologically based approaches (eg. "Productive Thinking Program")

APPENDIX A

Current library holdings which supplement the material presented in Education 320, Educational Psychology: Learning and Instruction are extensive. Listed below are representative text and reference books selected from well over 100 offerings. Library acquisitions pertinent to the content of this course are regularly updated on the basis of suggestions by members of the Faculty of Education.

- Ausubel, D. P. Educational Psychology: A Cognitive View.
Becker, W. C. & Engelmann, S. Teaching I: Classroom Management.
Becker, W. C. & Engelmann, S. Teaching II: Cognitive Learning and Instruction.
Covington, M. V. & Beery, R. G. Self-Worth and School Learning.
Gage, N. L. (Ed.) The Psychology of Teaching Methods.
Gagne, R. M. The Conditions of Learning.
Gagne, R. M. & Briggs, L. J. Principles of Instructional Design.
Hamacheck, D. E. Encounters With the Self.
Johnson, D. W. The Social Psychology of Education
Klausmeier, H. J., Ghatlala, E. S., & Frayer, D. A. Conceptual Learning and Development.
Miles, M. B. & Charters, W. W. Jr. (Eds.) Learning in Social Settings.
Siegel, L. (Ed.) Instruction: Some Contemporary Viewpoints.
Smith, F. Comprehension and Learning.
Stevenson, H. W. Children's Learning.
Thoresen, C. (Ed.) Behavior Modification in Education.
Yee, A. H. (Ed.) Social Interaction in Educational Settings.

In addition to the preceding books, the library also receives volumes in several annual series of professional reviews. Included among these are:

- Annual Review of Psychology; tri-yearly chapters on
instructional psychology, thinking and concept
formation, study of small groups.
The Psychology of Learning and Motivation.
Review of Research in Education.

Beyond the aforementioned materials, the library also subscribes to a host of professional journals which contain research reports and review articles directly relevant to this course. Representative examples are:

- Instructional Science.
Journal of Applied Behavior Analysis.
Journal of Educational Psychology.
Journal of Experimental Education.
Review of Educational Research.

SIMON FRASER UNIVERSITY

MEMORANDUM

FE 78-2

To..... Faculty.....

From..... Marv Wideen, Director.....

..... Undergraduate Programs.....

Subject..... EDUC. 320 Educational Psychology:
..... Learning and Instruction.....

Date..... December 8th, 1977.....

At a meeting on December 4, 1977 attended by A. Kazepides, C. Hamm, J. Martin, P. Winne and myself the proposed course EDUC. 320 was reviewed in the light of the discussion that transpired at the last Faculty meeting. Under consideration also was proposed additions to the outline developed by R. Marx in consultation with M. Gibbons.

The results of the discussion are reflected in changes in the proposal which is attached. I would draw your attention to the new title and the addition of a third section, Social Psychological Views of Instruction.

Please consider the outline carefully and discuss any concerns that you have with myself or members of the Undergraduate Programs Committee.

I would hope that this proposal along with EDUC. 325 will be considered at the next full meeting of faculty.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

FE 77-16

NEW COURSE PROPOSAL FORM

1. Calendar InformationDepartment: EducationAbbreviation Code: EDUC. Course Number: 325 Credit Hours: 3 Vector: 3-0-0Title of Course: Measurement and Evaluation in Teaching

Calendar Description of Course: Basic principles of test theory applied to the use of measures in education; construction and use of classroom tools for measuring achievement of educational objectives, including observation methods; standardized tests; overview of contemporary, local and provincial evaluation programs.

Nature of Course **LECTURE**

Prerequisites (or special instructions): Education 220 or equivalent; Mathematics 101 or Psychology 210 recommended. Students with credit for EDUC. 421 may not take this course for additional credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: This course, along with the accompanying proposal for Education 320

divides an earlier course (EDUC. 421, Learning and Evaluation) into two parts to

2. Scheduling separate relatively unrelated foci, and to better service various groups

How frequently will the course be offered? interested in education
twice/academic year.

Semester in which the course will first be offered? **SPRING/79**

Which of your present faculty would be available to make the proposed offering possible? Dr. R. Gehlbach, Dr. R. Marx, Dr. J. Martin, Dr. S. Shapson, Dr. P. Winne
Dr. L. Prock

3. Objectives of the Course Classroom teachers, especially those whose role includes the instruction of exceptional children (delinquent, learning disabled, gifted, etc.), must be fully competent in measuring and evaluating the achievement of educational objectives. Parents, also, should be knowledgeable of the proper uses and limitations of educational measurement techniques for the assessment of children. This course surveys the fundamental knowledge required by both groups to succeed in capitalizing on the proper use of measurement in education. It also examines contemporary local

4. Budgetary and Space Requirements (for information only) and provincial evaluation

What additional resources will be required in the following areas: activities to provide a real-life arena for using knowledge to adjudicate actual practice.

Faculty No additional faculty will be required.Staff No additional staff will be required.Library See Appendix AAudio Visual noneSpace noneEquipment none5. ApprovalDate: November 17, 1977Feb. 20/78M. W. Widen
Department ChairmanJ. K. George
DeanDon R. Birch
Chairman, SCUS

Education 325 Measurement and Evaluation in Teaching

Basics of Measurement Theory

1. Numbers, scales, and measurements
2. Understanding scores
 - a) Descriptive statistics - mean, standard deviation, and correlation
 - b) Scales for expressing scores - percentiles, standard score scales, and the normal curve
3. Gauging errors of measurement
 - a) Reliability and standard error of measurement
 - b) Validity - construct and criterion
 - c) Objectivity

Measurement in the Classroom

1. Specifying educational goals and objectives
 - a) The table of specifications
2. What is a test ? What is a test item ?
3. Constructing measures of curriculum learning
 - a) Supply and selection items
 - b) Essay and project measures - restricted and unrestricted formats
4. Constructing measures of personal and social growth
 - a) Predictive paper-and-pencil scales
 - b) Observation techniques
5. Evaluating and using measurements for teaching
 - a) Item and instrument analysis
 - b) Individualization and mastery learning.

Standardized Tests for Assessment and Guidance

1. The meanings of standardization
2. Scholastic achievement batteries
3. Tests of special abilities
 - a) Reading tests
 - b) Intelligence tests
4. Tests used in counselling
 - a) Occupational predictions
 - b) Personality tests

Measurement and Evaluation in School Systems

1. A model for schoolwide evaluation
 - a) Intentions - descriptive, formative, or summative ?
 - b) Elements in school systems - inputs, processes, outputs, and the context of the school
2. Contemporary examples
 - a) Project BUILD - Vancouver School System
 - b) B.C. Assessment Program
3. Evaluation in a societal context
 - a) Accountability: Who and what to whom ?

APPENDIX A

Library resources currently available to support the course Education 325, Measurement and Evaluation in Teaching, are extensive. Listed below are representative text and reference books chosen from a selection of over 50 volumes on this topic. Supplements to this collection are made regularly by library staff on the recommendation of Faculty members.

- Ahman, J. S. & Glock, M. D. Evaluating Pupil Growth.
(5 ed.).
- Baker, E. L. & Popham, W. J. Expanding Dimensions of Instructional Objectives.
- Bloom, B. S., Hastings, J. T., & Madaus, G. F. Handbook on Formative and Summative Evaluation of Student Learning.
- Bracht, G. H., Hopkins, K. D., & Stanley, J. C. (Eds.) Perspectives in Educational and Psychological Measurement.
- Cronbach, L. J. Essentials of Psychological Testing.
- Ebel, R. L. Essentials of Educational Measurement.
- Mager, R. F. Goal Analysis.
- Mehrens, W. A. & Lehmann, I. J. Measurement and Evaluation in Education and Psychology.
- Payne, D. A. The Specification and Measurement of Learning Outcomes.
- Payne, D. A. The Assessment of Learning: Cognitive and Effective.
- Stanley, J. C. Measurement in Today's Schools. (4 ed.).
- Thorndike, R. L. (Ed.) Educational Measurement. (2 ed.).
- Thorndike, R. L. & Hagen, E. Measurement and Evaluation in Psychology and Education.
- Walberg, H. A. (Ed.) Evaluating Educational Performance.
- Worthen, B. R. & Sanders, J. R. Educational Evaluation: Theory and Practice.

In addition, the library is also well stocked with professional journals relevant to the materials dealt with in this course. Representative examples are listed below.

Technical journals:

- Educational and Psychological Measurement.
Journal of Educational Measurement.

Journals reviewing contemporary issues in measurement and evaluation:

- American Psychologist.
Journal of Learning Disabilities.
Journal of Reading Behavior.
Measurement and Evaluation Guidance.
Phi Delta Kappan.
Review of Educational Research.

SIMON FRASER UNIVERSITY

MEMORANDUM

Marvin F. Wideen, Director
Undergraduate Programs
Faculty of Education

From Marilyn Bowman, Chairman

Dept. of Psychology

Date November 22, 1977

Subject Educ. 320 and 325

I have read the course proposals and discussed them with Dr. Crawford, Chairman of Undergraduate Studies for Psychology. We agree that while there are some components of these two courses that show minor overlap with some of our courses, the two Education courses are basically quite different from any existing psychology courses in focus and in most of their content. Furthermore these topics are ones for which we do not foresee any signs of a shift of interest within our department. Therefore we do not feel there are any significant overlap problems in your proposals.

M Bowman

MB/mh

SIMON FRASER UNIVERSITY

MEMORANDUM

To Stan Kanehara
Faculty of Education

From Marilyn Bowman, Chairman,
Department of Psychology

Subject

Date February 13, 1978

Our Undergraduate Chairman (Dr. C. Crawford) and I have studied the revised course description for Education 320 which you recently sent.

Our original statement (accepting) still applies, although it is a little less true now in that there is a heartier psychological component. Nevertheless we still do not currently have any major faculty interest in offering such a course in our undergraduate curriculum.

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FEB 21 1978

REGISTRAR'S OFFICE
MAIL DESK

M. Bowman

MB/mh

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Marilyn Bowman
Chairman
Dept. of Psychology

From: Stan Kanehara
Administrative Assistant to the Dean
Faculty of Education

Date: February 1, 1978

Subject:

As per our telephone conversation yesterday, I am attaching for your information a copy of the revised new course proposal form for Education 320 (Educational Psychology: Learning and Instruction) and course outline which was approved by the Faculty of Education at its meeting on January 30, 1978. The revised form and outline include two minor modifications of the originals you examined:

1. The title of the course was changed from "Educational Psychology: Theory and Research on Instruction" to "Educational Psychology: Learning and Instruction"
2. A section entitled "Social-Psychological Views of Instruction" was added to the course outline.

Would you let me know whether these revisions meet with your Department's approval?

Thank you for your help in this matter.

Stan Kanehara

SK:ma

cc: J.W. George Ivany, Dean ✓
M. Wideen, Director, Undergraduate Programs

