

EDHD 760
ADVANCED EDUCATIONAL PSYCHOLOGY
Fall 2009 - Section 0101
Thursdays 4:15-7:00 PM
3315 Benjamin Bldg

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Office Hours:	By appointment		

Course Objectives

EDHD 760 is an advanced seminar in educational psychology required for EDHD doctoral students in the Educational Psychology specialization. The purpose of this seminar is to promote a depth of understanding about the topics central to the study of educational psychology including development, learning, individual differences, motivation, and assessment. The seminar also aims to further critical professional competencies including critical reading, academic writing, and public presentation skills through readings, writing assignments, group discussions, and class presentations of empirical research.

Required Readings

- Alexander, P. A., & Winne, P. H. (2006). *Handbook of educational psychology* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Supplemental readings as assigned in class (e.g., Pekrun, Weiner; accessible via Blackboard)

Course Requirements

1. Article Presentations (50 points x 2)

TWO in-class research presentations (~10 mins) will be scheduled for classes between September 17th and November 12th. Each student will present on two separate dates, and each class during this period should include two student presentations. Each presentation will describe and critique ONE empirical research article selected from the reference list of the required summary reading(s) for that class, and provide TWO thought questions to be discussed during that class.

2. Mid-Term Theory Paper (125 points)

A mid-term paper (5-6 pages) outlining the strengths and limitations of a foundational theory for explaining a specific topic in educational psychology is due in class on October 22nd. The paper should include two sections: (1) summarize the central theoretical assumptions; (2) use Sidman's (1960) six criteria for evaluating a theory. The paper should be based on at least one *original* work by a foundational theorist (e.g., Dewey, James, Piaget, Vygotsky), and evaluate the theory in the context of a current educational research topic (e.g., teaching strategies, student motivation, etc.).

3. Final Paper Presentation (75 points)

Students will present the proposed topic for their final research paper (~15 mins) on November 19th or December 3rd. The presentation will describe findings from THREE empirical articles to be reviewed, outline the study hypotheses, and provide an overview of the proposed study design or analyses.

4. Final Research Paper (200 points)

A final research paper (13-15 pages) proposing an original study or secondary analyses addressing an unexplored problem or topic in educational psychology is due December 15th by 9:00 am. The paper should explore a specific topic of current empirical interest consistent with the required readings (e.g., motivation, learning/teaching strategies) and include three sections: (1) outline the significance of the problem/topic and the theoretical framework underlying it; (2) provide a literature review summarizing at least 10 empirical articles in support of testable hypotheses; (3) propose in detail an empirical study in which the hypotheses are evaluated (e.g., methods, analyses). The hypotheses may involve relations between variables (e.g., longitudinal, mediation/moderation effects) or propose an intervention for promoting scholastic development. Alternatively, students may propose or conduct novel secondary analyses based on data available for public use, from their supervisor, or the instructor toward the completion of a conference proposal submission (e.g., AERA; SRCD).

- Specific requirements and grading information for the presentations and papers will be outlined in class handouts.

Grading

Article Presentation #1	50 points	(10%)
Article Presentation #2	50 points	(10%)
Mid-Term Theory Paper	125 points	(25%)
Final Paper Presentation	75 points	(15%)
Final Research Paper	200 points	(40%)

Total Points: 500 points

485-500 A+	435-449 B+	385-399 C+	335-349 D+	300-317 D-
468-484 A	418-434 B	368-384 C	318-334 D	< 300 F
450-467 A-	400-417 B-	350-367 C-		

Class Policies

• Participation & Conduct

Students are expected to attend each class except in the case of illness, official closures, or extenuating circumstances. Students are also expected to have read the assigned material before each class, and contribute to in-class discussions concerning the assigned readings. Students are responsible for obtaining missed class content from the instructor or other students (class notes and slides will not be distributed or posted online). All electronic devices should be silenced prior to class and should not be used without instructor permission (e.g., cell phones, PDAs, iPods, laptops, recorders, etc.).

- **Late Paper Submissions**

The mid-term paper is due at the beginning of class and the final research paper is due by 9:00 am in my departmental mailbox on December 15th (date stamp required; 3304 Benjamin Bldg). Paper submissions must be in hard copy. Electronic submissions will not be accepted unless special arrangements are made prior to the deadline due to extenuating circumstances. Late submissions will be penalized 20% per day, and papers submitted after the specified times above are considered one day late. Explanations for late submissions involving technology problems are not acceptable - ensure your papers are saved, printed, and ready for submission before they are due.

- **Deadline Extensions & Changes**

Paper deadline extensions and presentation date changes may be considered if a prior notice of absence and proper written documentation as per University of Maryland guidelines regarding excusable absences is provided. Possible excusable absences include illness, religious observance, participation in university activities, and extenuating circumstances. Revised deadlines must be within one week of the original deadline. Article/paper presentation dates may be exchanged between students to accommodate scheduling difficulties.

- **Academic Integrity**

Students are expected to uphold the principles of academic honesty as outlined by the University of Maryland's *Code of Academic Integrity*. Cheating, fabrication, facilitation, and plagiarism are not tolerated. For more on the Code of Academic Integrity visit www.shc.umd.edu. Papers may be scanned using plagiarism software and will be immediately reported to the Office of Student Conduct if plagiarism is observed. Lectures and course materials are copyright protected and require written instructor consent before reproduction for commercial use.

- **Students with Disabilities**

If you are a student with a physical or learning disability as documented by the Disability Support Service (DSS), please contact me as soon as possible to make necessary arrangements.

- **Religious Observances**

It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, deadline extensions and presentation date changes due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for deadline or presentation date changes.

- **Course Evaluation**

Students are responsible for submitting course evaluations each term through the CourseEvalUM system to help faculty and administrators improve teaching and learning. The submission system will be available for Fall 2009 courses from Tuesday, December 1 through Sunday, December 13 at www.courseevalum.umd.edu. By completing all evaluations each semester, you will have the privilege of accessing summary reports for thousands of courses online at Testudo. More information is available at https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

- **Course Communication**

Emails will be sent to the class in the event of class cancellations or important class-related announcements, and is the best way to contact the instructor (halln@umd.edu). Announcements, class handouts, supplemental readings, and grades will also be accessible via Blackboard (<http://www.elms.umd.edu>). Be sure to check your email and Blackboard regularly to ensure messages and updates are received.

Course Schedule and Deadlines

** PLEASE NOTE: Topics and readings are subject to change.

Date	Topic	Readings & Deadlines
Sept. 3	Course Overview	None
Sept. 10	History of Ed. Psychology	Ch. 1 (Berliner), Ch. 2 (Calfee)
Sept. 17	Child & Adolescent Development	Ch. 4 (Paris et al.), Ch. 5 (Wigfield et al.) <i>Presenters:</i>
Sept. 24	Individual Differences	Ch. 7 (Ackerman et al.), Ch. 8 (Matthews et al.) <i>Presenters:</i>
Oct. 1	Learning Theories & Knowledge	Ch. 10 (Bransford et al.), Ch. 11 (Schraw) <i>Presenters:</i>
Oct. 8	Cognitive Strategies & Problem Solving	Ch. 12 (Pressley & Harris), Ch. 13 (Mayer & Wittrock) <i>Presenters:</i>
Oct. 15	Student & Teacher Beliefs	Ch. 14 (Murphy & Mason), Ch. 31 (Woolfolk Hoy et al.) <i>Presenters:</i>
Oct. 22	Competence Beliefs & Achievement Goals	Ch. 16 (Schunk & Zimmerman), Ch. 17 (Anderman & Wolters) <i>Presenters:</i> ----- Mid-Term Theory Paper Due
Oct. 29	Adult Develop.; Attribution Theory & Interventions	Ch. 6 (Smith & Reio); Supplemental Readings (Weiner, Perry) <i>Presenters:</i>
Nov. 5	Academic Emotions	Supplemental Readings (Pekrun, Goetz) <i>Presenters:</i>
Nov. 12	Peers & Teacher Behavior	Ch. 33 (Brophy), Ch. 34 (O'Donnell) <i>Presenters:</i>
Nov. 19	Teaching/Learning in Reading & Writing	Ch. 19 (Alvermann et al.) or Ch. 20 (Graham) ----- Final Paper Presentations – Round 1 <i>Presenters:</i>
Nov. 26	No Class	
Dec. 3	Technology & Instruction	Ch. 30 (Bereiter & Scardamalia) or Ch. 32 (de Jong & Pieters) ----- Final Paper Presentations – Round 2 <i>Presenters:</i>
Dec. 10	Research Methodology & Design; Professional Topics	Ch. 36 (Nesbit & Hadwin), Ch. 37 (Cooper)
Dec. 15	No Class	Final Research Paper Due