

**EDHD 760**

**ADVANCED SEMINAR IN  
EDUCATIONAL PSYCHOLOGY**

**Spring 2019**  
**Wednesday, 4:15-7:00**  
**EDU 3233**

**PATRICIA A. ALEXANDER**

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### **Specific Course Objectives**

The purpose of this seminar is to promote a depth of understanding about the topics central to the study of educational psychology, including knowledge, development, motivation, and assessment. Further, it is the intention of this course to foster scholarly competencies within participating graduate students that will serve to introduce them to this professional community.

### **Weekly Course Activities**

On a weekly basis, class members will engage in a discussion of the designated educational psychology theme and the listed primary readings. In addition to the base readings, each class member is responsible for reading *two* additional research studies for *two* of the weekly topics. The references for each chapter can be of assistance in selecting those additional readings. Those topic assignments will be decided during the first weeks of the course. Students are expected to interject their knowledge of those readings into weekly discussions. It is the responsibility of the instructor to overview this theme and to guide discussion. The instructor will also provide any required materials that accompany the assigned readings.

### **Reflection Papers**

At three designated points in the semester, class members will prepare and share reflections on the readings or the ideas that have arisen during weekly discussions. These reflection papers are intended to be brief (1-2 pages) and to afford the class member to express any concern or interest that s/he wants to bring to the awareness of classmates.

### **Course Grades**

#### ***Individual (or Group) Professional Competencies***

In general, course performance in this graduate seminar will be competency based. Specifically, grades in this course will be determined on the basis of a performance-based assessment. Each student will be expected to complete **six** competencies commensurate with his or her academic level (i.e., doctoral or masters) and career goals. **Four** of those competencies are *predetermined* and include:

1. three reflection papers;
2. annotated bibliography for 4 outside readings;
3. sharing of non-academic personal reading; and,
4. reading of a classical work pertinent to the student's research interests.

*Two additional student-selected competencies* will be negotiated between the course instructor and the student. Any manner of potential competencies can be considered, including local, regional, or national research presentations, research or grant proposals, literature reviews, or manuscript drafts, provided that these activities signify some manner of professional development and would benefit from feedback from the course instructor or class members.

## CLASS POLICIES

### **Academic Integrity**

The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

### **Special Needs**

If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Office of Accessibility and Disability Service in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

### **Religious Observances**

The University of Maryland policy on religious observances states that students should not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, they must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

### **Course Evaluations**

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

### **Course Absences**

**Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that

information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

**Major scheduled grading events:** *Major Scheduled Grading Events (MSG E) for this course are the six competencies that are required.* The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up for missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

## WEEKLY DISCUSSIONS

\*Chapters from: Harris, K. R., Graham, S., & Urdan, T (Eds.) (2012). *Educational psychology handbook* (Vols. 1-3). Washington, DC: American Psychological Association.

\*\*Chapters from: Alexander, P. A., & Winne, P. H. (Eds.) (2006). *Handbook of educational psychology*. New York: Taylor & Francis.

<b>TENTATIVE SCHEDULE</b>		
<b>DATE</b>	<b>THEME</b>	<b>CHAPTERS</b>
Jan. 30	Educational Psychology: A Brief History	*Alexander, Murphy, & Greene
Feb. 6	Knowledge and Knowing	*Murphy, Alexander, & Muis
13	Changing Knowledge and Changing Beliefs	*Vosniadou & Mason; **Murphy & Mason
20	Expertise and Academic Development	*Nandagopal & Ericsson; Alexander
<b>Reflection Paper</b>		
27	Intelligence and Higher Order Thinking	Alexander, Dinsmore et al.; Blackwell et al.
Mar. 6	Interest and Engagement	Dewey; Fredricks et al.
13	Motivation and Emotion	*Graham & Weiner; *Pekrun & Stephens
20	<b>SPRING BREAK</b>	
27	Peers and Teachers	*Fives & Buehl *Rodkin & Ryan
April 3	<b>AERA-NO CLASS</b>	
10	Gender and Sexual Harassment	*Espelage & Holt; *Meece & Askew
<b>Reflection Paper</b>		
17	Cultural and Ethnicity	Nasir & Hand; *Urdan
24	Self-Concept and Personality	*Marsh, Xu, & Martin; *Zeidner & Matthews
May 1	Technology and Learning	Rosen et al.; Singer & Alexander
8	Neuroscience and Evolutionary Psychology	*Byrnes; *Geary
<b>Reflection Paper</b>		
15	<b>CLASS GATHERING</b> <b>Classic Reading Sharing</b>	

## Course Bibliography

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