

**EDHD 760  
ADVANCED SEMINAR IN  
EDUCATIONAL PSYCHOLOGY  
Fall 2016  
Wednesday 4:15-7:00  
EDU 3315**

**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.

### ***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 6 competencies commensurate with his or her academic level (i.e., doctoral or masters) and career goals. Four of those competencies are *predetermined* and include: (a) three reflection papers; (b) annotated bibliography for 4 outside readings; (c) sharing of non-academic personal reading; and, (d) 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 and University 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 Disability Support Services 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 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, the student must contact the instructor before the absence with a written notification of the projected absence and arrangements will be made for the 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.

**Inclement weather.** In the event of inclement weather, this course will comply with the University's decision involving whether classes are to be held. If class is cancelled, assignments that were due on the cancelled day will be due at the next class meeting, unless you hear otherwise from the instructor via email.

## Course Bibliography

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**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.

DATE		THEME	CHAPTERS
Aug	31	Educational Psychology: A Brief History	*Alexander, Murphy, & Greene
Sept	7	Knowledge and Knowing	*Murphy, Alexander, & Muis
	14	Changing Knowledge and Changing Beliefs	*Vosniadou & Mason; **Murphy & Mason
	21	Expertise and Academic Development <b>Reflection Paper</b>	*Nandagopal & Ericsson; Alexander
	29	Hot and Cold Cognition	Alexander et al.; *Pekrun & Stephens
Oct	5	Human Intelligence	Blackwell, Trzesniewski, & Dweck; *Roberts & Lipnevich
	12	Motivation in Theory and Practice <b>Reflection Paper</b>	*Graham & Weiner; *Kaplan, Katz, & Flum
	19	Gender	*Espelage & Holt; *Meece & Askew
	26	Cultural and Ethnicity	**Okagaki, *Urdan
Nov	2	Peers and Teachers <b>Reflection Paper</b>	*Rodkin & Ryan; *Fives & Buehl
	9	Self-Concept and Personality	*Marsh, Xu, & Martin; *Zeidner & Matthews

	16	Technology, Hypermedia, and Learning	**Bereiter & Scardamalia; *Moreno
	23	<b>NO CLASS-THANKSGIVING</b>	
	30	Neuroscience and Evolutionary Psychology	*Byrnes; *Geary
Dec.	10	Individual Sharings	
		<b>TBA</b> Class Gathering	

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