FALL 2020 COURSE OFFERINGS [TENTATIVE]

LDI

EPSY 70200 – Overview of Educational Psychology: Foundations and Contemporary Issues; A. Lipnevich
Day: TBD, Time: TBD (Mon or Tue @ 4:15-6:15PM)

EPSY 71300 – Socio-Emotional & Cultural Factors in Development & Education; Instructor TBA
Day: TBD, Time: TBD

Quant

EPSY 70500 – Statistics and Computer Programming I; D. Rindskopf
Day: Wed, Time: 4:15 p.m. – 6:15 p.m., 6:30 p.m. – 8:30 p.m.

EPSY 83200 – Statistical Theories of Mental Testing; J. Verkuilen
Day: Tue, Time: 4:15 p.m. – 6:15 p.m.

EPSY 83300 – The General Linear Model; J. Verkuilen
Day: Mon, Time: 4:15 p.m. – 6:15 p.m.

EPSY 83400 (John Jay, Course # TBA) - Path Analysis, Factor Analysis and Structural Equation Models; K. Markus
Day: Wed, Time: 6:30 p.m. – 8:30 p.m.

EPSY 84200 – Hierarchical Linear Models; W. Wang
Day: Mon, Time: 2:00 p.m.

Course Descriptions

Educational Psychology 70200 – Overview of Educational Psychology: Foundations and Contemporary Issues
This course is designed to provide an in-depth overview of research and theory on cognitive and social development, motivation and learning, individual and group differences, teaching approaches, and assessment of learning. It will cover critical current and emerging issues in educational psychology with an emphasis on research investigations of cognitive processes and the brain, the influence of motivation on learning, the role of assessment in learning, the psychology of teaching, the effectiveness of instructional interventions, and the relationship between cognition, learning, and instruction for diverse learners. The foundational theories and contemporary issues of educational psychology will be examined across the lifespan of human development and within varied contexts, including the school, home, and community.

Educational Psychology 70500 – Statistics and Computer Programming I
Introduction to the basic principles underlying data exploration, description, and analysis, statistical inference and the use of computer packages for data analysis. 70500 and 70600 form an integrated sequence covering descriptive statistics, point and interval estimation, hypothesis testing, t-tests, analysis of variance, correlation, regression (including elementary matrix algebra), repeated measures designs, cross-classified data, and the use of computer packages for these analyses.

Educational Psychology 71300 – Social and Motivational Development in Education
This course will survey theories of social and motivational development that have made major contributions to the field of education. Social learning experiences that affect children’s self-perceptions and motivation to achieve will be considered. Conversely, the effects of such motivational processes as goal setting and outcome attributions on children’s willingness, choice of social activities will also be treated. The instructional implications of this bi-directional relationship between children’s social development and motivation will be considered.
Educational Psychology 83200 – Statistical Theories of Mental Testing
Prerequisite: EPSY 73000
In recent years the traditional or classical methods of constructing and evaluating psychological tests have been replaced by more sophisticated statistical approaches. The general term for these newer methods is Item Response Theory (IRT). This course will examine the theory of these models as well as their application to real life test construction and validation problems. The course will include practice in the use of computer programs for data analysis, such as BILOG, and (if available) MULTILOG and TESTFACT.

Educational Psychology 83300 – The General Linear Model
Prerequisite: EPSY 70600
This course presents a general statistical procedure (the General Linear Model) for analyzing relations between a set of dependent and independent variables. Problems such as experimental designs with unequal cell frequencies, analysis of covariance, and multivariate analyses with multiple dependent variables are considered within this framework.

Educational Psychology 83400 (John Jay, Course # TBA) – Path Analysis, Factory Analysis and Structural Equation Models
Prerequisite: EPSY 70600 or equivalent
This course teaches the theory and application of structural equation models, as developed by Karl Joreskog. These models include factor analysis, path analysis with errors in equations and errors of measurement in variable, multivariate analysis of variance, longitudinal data analysis, and time series designs as special cases of the general case. The use of Joreskog's LISREL (or similar) computer program will be taught as part of the course.

Educational Psychology 84200 – Hierarchical Linear Models
Prerequisite: EPSY 70600 or equivalent
Data often structured in hierarchies. Examples include students within classrooms, classrooms within schools; employees within departments within organizations within industries. The behavior of individuals is often affected by characteristics of the higher-level units; such effects are also called contextual effects by some researchers. New statistical methods allow the hierarchical structure of data to be included in the modeling process. Multilevel models include related areas such as variance component models, contextual models, empirical Bayes models, aggregation bias, and unit-of-analysis problems. This course will teach the history and current theory of such models, as well as their application using computer packages.