Educational Psychology 70200 – Educational Psychology: History and Current Systems
This course will provide a historical overview of theories and systems of educational psychology from the birth of the field to contemporary formulations. These include models drawn from learning, cognitive development, instructional theory, individual differences and human motivation areas. Attention will be directed to the historical context and underlying assumptions of each view and its educational implications.

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 71100 – Cognitive Development and Learning Processes in Education
The course will survey historical and contemporary theories of both human development and learning. Key learning processes associated with children’s level of development will be considered as well as social and personal learning experiences that lead to higher levels of development. The instructional implications of this reciprocal relationship between learning and development will be discussed.

Educational Psychology 71400 – Instructional Issues: Individual Differences, Group Processes and School Context
This course includes the study of theories of acquisition of skill and competence and of instructional processes; design of conditions for learning, analyses of task domains, instructional methods variables, and assessment of learning outcomes. Presentation of current issues in instruction, such as compensatory education, learning from text, problem solving, self-regulated learning, instructional technology and others.

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 84000 - Statistical and Research Design Consulting Seminar**
Each week a “client”, typically a student or faculty member at the GSUC, will come with a methodological problem for which they need advice. Students will be able to see how the faculty diagnose and solve these problems, and will also have the opportunity to participate themselves as statistical consultants.

**Educational Psychology 88000 – Advanced Seminar in Communication in Development and Learning**
This seminar will focus on theories and research dealing with children’s acquisition of new modes of communication, such as spoken and written language. Readings will focus on how symbolic systems and communicative routines are acquired, and how this acquisition transforms the ways in which children are able to think about the world. Finally, the instructional implications of this body of work will be considered, particularly the implications for the development of digital media for learning.

**Educational Psychology 88000/85800 – Advanced Seminar in Communication in Cognitive Development**
This advanced seminar examines the relationship between children’s learning to communicate and their cognitive development. The premise of the course is that these two phenomena are intricately linked: The language and communicative routines that children learn enable new modes of cognition, which in turn allow for more complex communications. Furthermore, the symbolic systems and tools that have been developed as communicative tools (e.g., speech, writing, digital technologies) become tools of thought. Through reading and discussion of foundation and contemporary work, students will be provided with an overview of the key theoretical and empirical issues related to communication and cognitive development.