Monday
2:00 PM – 4:00PM
EPSY 88000 [TBD] – Advanced Seminar in Formative & Noncognitive Assessment; Lipnevich; 3 Cr. Rm. [TBD]
This seminar will cover two broad areas of research: formative assessment and assessment of noncognitive skills. Topics will address the current state of research into assessment for learning and assessment of psychosocial skills, discussing both the theory and areas of application, and bringing the two strands of inquiry together. The course will focus on the most important constituents and components of assessment for learning, namely students, teachers, contexts of assessment, and specific characteristics of instructional feedback. Discussions will include self- and peer-assessment, feedback across multiple academic domains, contexts, and levels of schooling. Assessment of psychosocial skills and ways, in which educators can foster students’ noncognitive characteristics in the context of instruction will also be addressed.

4:15 PM – 6:15 PM
EPSY 70200 [TBD] – Overview of Educational Psychology: Foundations and Contemporary Issues; Bhattacharya; 3 Cr. Rm. [TBD]
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.

Tuesday
2:00 PM – 4:00PM
EPSY 73100 [TBD] – Evaluation Research; Everson; 3 Cr. Rm. [TBD]
Prerequisite: EPSY 70600
This course will examine approaches to evaluation and methods to evaluate the effectiveness of programs and projects providing educational services. Topics will include how to plan an evaluation, methods of collecting data, design and testing issues, data analysis, and the politics and use of evaluations. Techniques will be drawn from Anthropology, Economics, Psychology, Sociology and Statistics.

4:15 PM – 6:15 PM
EPSY 71700 [TBD] – Language and Communicative Development: Research and Education; Brooks; 3 Cr. Rm. [TBD]
This course focuses on contemporary research on language and communicative development and its effects on education. It includes a consideration of empirical research on the following topics: structural and functional development, age and critical period, processes of development, first language development, second language development, language environments, and preschool development.

6:30 PM – 8:30 PM
EPSY 85000 [TBD] – Technology, Learning, and Development; Daiute; 3 Cr. Rm. [TBD]
Technology, Learning, and Development” is a review of theory, practice, and research on contemporary uses of technology in education. A major goal of the course is to identify features of digital media that interface with
learning and development, including interactivity, digital assistance, big data, virtuality, and multi-media expression. Course activities involve review and application of research on intersections of human and digital processes and research projects employing digital media to enhance education, and the analysis of educational processes and impacts. Throughout the course, we address issues of access, student diversity, and education goals as these relate to research design. Students apply the course to their own research interests or ongoing projects.

**Wednesday**
4:14 PM – 8:30 PM
**EPsy 70500 [TBD]** – Statistics and Computer Programming I; Rindskopf; 3 Cr. **Rm. [TBD]**
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.

**Thursday**
4:15 PM – 6:15 PM
**EPsy 71400 [TBD]** – Instructional Issues: Individual and Cultural Factors; Lucariello; 3 Cr. **Rm. [TBD]**
This course examines research and theory related to the influence of individual and cultural factors on teaching and learning. The applications of psychological research and theory to educational policy and practice are emphasized. Topics include models of teaching and assessment for diverse classrooms, the characteristics of learning paradigms within content areas, effective instruction for multilingual learners, Response to Intervention, and the cultural, familial, and personal factors that influence readiness to learn. Particular emphasis is placed on educational approaches and instructional strategies that respect and draw upon student diversity and individual differences to foster learning.

6:30 PM – 8:30 PM
**EPsy 83300 [TBD]** – General Linear Models; **TBD**; 3 Cr. **Rm. [TBD]**
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.

**Day & Time TBD**
**EPsy 84200 [TBD]** – Hierarchical Linear Models; **TBD** 3 Cr. **Rm. [TBD]**
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.