THE GRADUATE SCHOOL AND UNIVERSITY CENTER
OF THE CITY OF NEW YORK
PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

SPRING 2020 COURSES & BRIEF DESCRIPTIONS

Monday, 4:15 PM – 6:15 PM
EPSY 71300 – Socio-Emotional & Cultural Factors in Development & Education, A. Bhattacharya, 3 Cr., Rm. TBA
This course will cover research and theory on culture and its relationships with social and emotional development, school achievement, motivation, and individual differences. The processes by which social and cultural variables influence differences within and between cultural groups will be analyzed in relation to learning and achievement in educational settings. Major theoretical orientations and methodological approaches will be examined as a life-span approach to socio-emotional development, peer influences, parenting practices, moral development, motivational development, and gender identity of individuals from diverse cultural groups.

Monday, 6:30 PM – 8:30 PM
EPSY 73000 – Intro to Psychometrics, Patelis, T., 3 Cr., Rm. TBA
Prerequisite: EPSY 70600
The course offers a general introduction to psychometric methods primarily emphasizing classical test theory, test construction and validation, and test use. The emphasis lies with developing a firm understanding of basic psychometric concepts. This course lays a foundation for more advanced courses in specific topics introduced here. The course understands psychometrics and testing as applying broadly, not just to paper and pencil tests but also to performance assessments, behavioral observations, measured variables in experiments and quasi-experiments, surveys, and other forms of behavioral data collection. However, much of the material will emphasize measurement involving multiple indicators of a common construct.

Tuesday, 4:15 PM – 6:15 PM
EPSY 70700 – Research Methods in Educational Psychology, Lipnevich, A., 3 Cr., Rm. TBD
This course is designed to familiarize students with all aspects of the conduct of research in the field of educational psychology. This includes skills in reading, critiquing, and formulating research studies. Specifically, students will be taught to define problems, to advance hypotheses, to select appropriate research designs and statistical procedures, to choose or devise relevant measures of performance, to analyze and interpret the data and to communicate in writing the results of research.

Tuesday, 6:30 PM – 8:30 PM
EPSY 85100 – Advanced Seminar on Technology, Learning, & Development, B. Homer, 3 Cr., Rm. TBD
Prerequisite: 71400, 85000
This course examines how digital technologies affect children’s development, and the implications of this for education. We will overview key theoretical and empirical issues related to digital technology in students’ learning. By the end of the course, students will be familiar with the key theories related to technology and learning, they will know some of the main empirical research in this area, and will have an understanding of the current “state of the art” in both theory and research.

Wednesday, 4:15 PM – 8:30 PM
EPSY 70600 – Stat. & Computer Program. II, D. Rindskopf, 3 Cr., Rm. TBD
Prerequisite: 70500 or equivalent
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.
EPSY 83500 – Categorical Data Analysis, Professor M. Chajewski, 3 Cr., Rm. TBD
Prerequisite: EPSY 70600 or equivalent
This course presents the theory and application of methods for analyzing nominal and ordinal data, including the use of computer programs for performing these analyses. Methods covered include loglinear models, logistic regression, logit models, and latent class analysis.

EPSY 71100 – Cognitive Development & Learning Processes in Education, J. Lucariello, 3 Cr., Rm. TBD
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.

Courses of Interest to Ed Psych Students, Offered By the Psychology Department

PSYCH 79900 – Seminar and Practicum on the Teaching of Psychology, J. Grose-Fifer, 3 Cr., Rm. TBD
An important goal of the PhD program in Psychology is to prepare graduate students to teach psychology in university settings. This course will emphasize professional development and the use of innovative student-centered pedagogical methods for undergraduate teaching that focus on active learning. You will read, discuss, and apply research on the science of teaching and learning. You will use a collaborative model of teacher preparation in which you will share your knowledge and resources with peers.

PSYC 80103 – Childhood and Youth Studies: Approaches and Methods, C. Daiute, 3 Cr, Rm. TBD
This course in Childhood and Youth Studies involves in-depth focus on the interaction of problem, theory and method, with sustained attention to research design in the context of ongoing practices in education, community organizations, museums, social institutions, social crises, and related interventions. The course encompasses sociocultural approaches to childhood/youth, with young people growing up amidst various kinds of challenges, developmental opportunities, community interventions, and policies. Methods and measures addressed include ethnography, participant observation, interview, narrative, interactive digital storytelling, play activities, archive studies, participatory-action research, and survey research across a variety of global settings. Different from most research design courses, this one takes an inductive approach, reading high quality practice-based research articles and examining methods in that way. Students apply their learning about such research approaches and methods to the design of their own studies.