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

PATRICIA A. ALEXANDER

Office Location:    EDU 3304F
Office Telephone:  301.405.2821
Home Telephone:    301.871.0666
E-mail:            palexand@umd.edu
Office Hours:      by appointment
**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 though 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) 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.

Inlement 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


Byrnes, J. P. (2012). How neuroscience contributes to our understanding of learning and development in typically developing and special-needs students. In K. R. Harris, S.


### Weekly Discussions


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

23  **NO CLASS-THANKSGIVING**

30  Neuroscience and Evolutionary Psychology  *Byrnes; *Geary

Dec. 10  Individual Sharings

**TBA** Class Gathering