

Syllabus
Education Sciences Proseminar
EPsy 8311: 1 credit
Fall 2007
10:10am – 11am M

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College of Education & Human Development Mission Statement

The mission of the College of Education and Human Development is to generate knowledge about teaching, learning, and human development, and to apply that knowledge to improve education for all individuals.

Department of Educational Psychology Mission Statement

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

Psychological Foundations of Education Program Mission Statement

To apply and generate knowledge of psychological processes and methodological procedures involved in learning and teaching for the betterment and improvement of humans in a wide range of situations.

Course Description

For students with little training or experience in schools, the Proseminar is designed to provide background about education as a field of research and as a professional field. For students in education, it is designed to acquaint them with controversies surrounding educational research leading to development of the field called the Education Sciences: issues of causation, generalization, cognition, and research design issues specific to education.

Topics will vary from semester to semester. They will involve education-related research

issues such as problems of doing research in schools, educational research, the diversity of students, the role of laboratory-based research, criticisms of educational research, the relation of cognitive theory and neuroscience to school-based problems, and translating research into school-based practice.

This semester we will focus on two topics. The first topic is the nature of education and schools. The second topic is the controversies surrounding educational research which led to the development of the field called the Education Sciences and to the founding of the Institute of Education Sciences within the United States Department of Education.

Textbooks and Materials

Sadker, D. M., Sadker, M. P., & Zittleman, K. R. (2007). *Teachers, Schools, and Society* (8th. Ed.). Boston MA: McGraw Hill.

Shavelson, R. J. & Towne, L. (Eds.). *Scientific Research in Education*. Washington, DC: National Academy Press.

APA Presidential Task Force (2006). Evidence based clinical practice. *American Psychologist*, 61, 271 – 285.

Kenny, D. A. (1975). A quasi-experimental approach to assessing treatment effects in the nonequivalent control groups design. *Psychological Bulletin*, 82, 345-362.

Kim, Y. & Selzer, M. (2007). *Causal inference in multilevel settings in which selection processes vary across schools*. Los Angeles: CRESST

Lisak, S. A. (2006). Applying the regression discontinuity design to infer causality with nonrandom assignment. *Review of Research in Higher Education*, 30, 1 – 19.

Leow, C., Marcus, S., Zanutto, E. & Boruch, R. Effects of advanced course-taking on mathematics and science achievement: Addressing selection bias through propensity scores. *American Journal of Evaluation*, 25, 461 – 478.

Markus, K. A. Atomism, contraposition, and causation: Evaluating some longstanding negative arguments. Unpublished manuscript.

Markus, K. A. Varieties of causal modeling: How optimal strategies vary by explanatory strategy.

Moss, B. G. & Yeaton, W. H. (2006). Shaping policies related to developmental education: An evaluation using the regression discontinuity design. *Educational Evaluation and Policy Analysis*, 28, 215 -229.

Office of Educational Accountability, University of Minnesota. (2001). *Minnesota Education Yearbook*. Minneapolis, MN: Author, pp. 23 – 25, 40 – 42,
<http://education.umn.edu/oea>

Stuart, E. A. (2007). Estimating causal effects. *Educational Researcher*, 36, 187 – 198.

U.S. Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*.
<http://www.ed.gov/rschstat/research/pubs/rigoroussevid.index.html>.

Assignments

Assignments should be handed-in electronically to the email address mld@umn.edu. Please put EPsy 8311 in the subject line. Assignments will be returned electronically.

Assignment One

In consultation with your advisor, pick two journals which publish articles in your area of interest. Then review the abstracts and key words of articles published in those two journals during the past five years. Pay particular attention to key words that appear repeatedly. Based on this review, write a two page paper describing issues that seem to be major themes in the journals. Then be prepared to give a brief (about five minutes) presentation to the class describing the major themes.

Assignment Two

For this assignment, we are going to conduct a group project. The class will be expected to co-author a paper suitable for presentation at the Department's Graduate Research Day or a professional meeting.. The project will be explained in class.

Reading and Assignment Schedule

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| Sept. 10 | Introduction to the Proseminar
Reading: Sadker, Chapter 4
Reading: Estimating Causal Effects
Assignment: Meet with advisor to select two journals |
| Sept. 17 | Student Life
Reading: Sadker, Chapter 5
Reading: Varieties of causal modeling: How optimal strategies vary ... |
| Sept. 24 | Library Resources: U of M Library
Reading: Review two journals for themes |
| Oct. 1 | Workshop on Class Project: Preparation for Higher Education
Reading: http://education.umn.edu/oea , 2001Minnesota Education Yearbook, pp. 23 – 25, 40 – 42. |
| Oct. 8 | Student Diversity
Reading: Sadker, Chapter 3
Reading: A quasi-experimental approach to assessing treatment...
Assignment: Class Presentation on Research Themes |

- Oct. 15 **What Students are Taught in Schools**
Reading: Sadker, Chapter 6
Reading: Evidence based clinical practice
- Oct. 22 The History of American Schools
Reading: Sadker, Chapter 7
Reading: Atomism, Contraposition and Causation ...
- Oct. 29 Financing and Governing America's Schools
Reading: Sadker, Chapter 9
Reading: Identifying and implementing educational practices
- Nov. 5 Reform of Educational Research: Introduction
Reading: Shavelson & Towne, Executive Summary & Chapter 1
Reading: http://ies.ed.gov/director/pdf/2007_03_14.pdf
- Nov. 12 Accumulation of Scientific Knowledge
Reading: Shavelson & Towne, Chapter 2
Reading: Effects of advanced course-taking....
- Nov. 19 Guiding Principles for Scientific Inquiry
Reading: Shavelson & Towne, Chapter 3
Reading: Causal inferences in multi-level settings....
- Nov. 26 Features of Education and Educational Research
Reading: Shavelson & Towne, Chapter 4
Readings: Applying the regression discontinuity design....
- Dec. 3 Designs for the Conduct of Scientific Research in Education
Reading: Shavelson & Towne, Chapter 5
Reading: Shaping policies related to developmental education....
- Dec. 10 Translating Research to Practice and Scaling-up Interventions
Assignment: Research Article Due

Grading

Grading will be based on the paper on research themes (40%) and the co-authored paper (60%).

University Senate Grading Policy (required in all syllabi)

- A 4.00 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A- 3.67
- B+ 3.33
- B 3.00 Represents achievement that is significantly above the level necessary to

meet course requirements.

B- 2.67

C+ 2.33

C 2.00 Represents achievement that meets the course requirements in every respect.

C- 1.67

D+ 1.33

D 1.00 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

S Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-).

F Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.

N Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

Student Academic Workload Policy

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend additional six hours a week on coursework outside the classroom. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

How to Access Your Grades

You may view your grades online at www.onestop.umn.edu.

Late Work and Incompletes

No incompletes will be granted except through prior arrangement with the instructor.

Returning Papers, Exams, and Projects

Assignments will be returned electronically to the student's email address.

Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

Within this course, a student responsibility for scholastic dishonesty can be assigned a penalty up to and including "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Diversity

It is the University Policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me when possible to discuss their individual needs for accommodations.

Additional Statements

This publication/material is available in alternative formats upon request. Please contact *Psychological Foundations Program, 206 Burton Hall, 612-624-6083*.

The University of Minnesota is an equal opportunity employer and educator.

