



**“Developing a World of Learners Through Knowledge,
Leadership and Life-long Learning”**

COURSE NUMBER: EPSY 5180.01	COURSE TITLE: EPSY 5180 Advanced Educational Psychology	TERM: Fall 2006
SITES: Hawaii International Conference on Education Honolulu, HI Webster Hall Webster University 470 East Lockwood St. Louis, MO, USA 63119	INSTRUCTOR CONTACT INFORMATION: DEBORAH ANNE STILES, Ph.D. Professor Webster Hall 243 Webster University 470 East Lockwood St. Louis, MO, USA 63119 TELEPHONE (314) 968-7056 FAX (314) 968-7118 EMAIL stilesda@webster.edu	CREDIT HOURS: 3

Course Description:

EPSY 5180 Advanced Educational Psychology (3)

In Advanced Educational Psychology students will investigate psychological research pertaining to education, employ researcher's observational skills and hypothesis testing methods, and discover how the scientific method can be used to improve teaching and learning in schools. Students will prepare and present a professional paper and poster presentation at a conference.

Additional requirements for EPSY 5180 Fall 2006 include:

1. Developing an abstract and proposal to be submitted to the Hawaii International Conference on Education, January 6-9, 2007.
2. Preparing a professional poster presentation and paper, attending the conference, and presenting the poster in Hawaii. (Conference fees are additional).

Course Outcomes:

In this course students will:

1. Demonstrate knowledge of psychology applied to education.
2. Understand, apply, and conduct educational research.
3. Prepare a professional poster presentation and paper and attend a conference.
3. Demonstrate respect for diversity through responsive teaching that values individual differences and international understanding.
4. Develop self-assessment skills and the ability to reflect on roles educators can take as leaders of change.

Textbooks:

- Parsons, R.D., Hinson, S.L., & Sardo-Brown, D. (2001) Educational psychology: A practitioner-researcher model of teaching. Stamford, CT: Thomson Learning.
- American Psychological Association (2001). APA Publication Manual, Fifth Edition Washington D.C.: APA
- Nicol, A.A. & Pexman, P.M. (2003). Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations. Washington D.C.: Washington, DC: American Psychological Association.
- Proceedings of the Seventh Hawaii International Conference on Education

Course Syllabus:

EPSY 5180
Advanced Educational Psychology

DEBORAH STILES Ph.D.
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TBA Pre-course meeting with professor
Read and discuss Parsons, R.D., Hinson, S.L., & Sardo-Brown, D. (2001) Educational psychology: A practitioner-researcher model of teaching. Chapter 1 The teacher as practitioner and researcher
Formulating questions
Reviewing the research

TBA Pre-course meeting with professor
Designing and reporting research
Protecting human subjects: Webster University Institutional Review Board
Data analysis: Using Statistical Packages for Social Sciences
Conducting a pilot study
Read and discuss American Psychological Association (2001). APA Publication Manual, Fifth Edition

TBA Pre-course meeting with professor
Writing a title and abstract
Read and discuss American Psychological Association (2001). APA Publication Manual, Fifth Edition

Educational psychology: A practitioner-researcher model of teaching. Chapter 13
Classroom Assessment

TBA Pre-meeting with professor

Texts:

Required: American Psychological Association (2001). APA Publication Manual, Fifth Edition

Washington D.C.: APA

Nicol, A.A. & Pexman, P.M. (2003). Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations. Washington D.C.: Washington, DC: American Psychological Association.

Supplemental: Educational psychology: A practitioner-researcher model of teaching. Chapter 13 Presenting research

Requirements:

1. Pre-course meeting with professor (or by email stilesda@webster.edu or telephone 314-963-10420) BEFORE August 2, 2008
2. Developing an abstract and proposal to be submitted to the Hawaii International Conference on Education, to be held on January 4-7, 2009. Meeting to work on your abstract 08/22/08, Friday evening
3. Submitting materials for the conference proceedings, October 2008
4. Refining and discussing professional poster presentation on 12/12/08, Friday evening
5. Attending the conference, and presenting the poster in Hawaii, 1/4/09 – 1/7/09 (Conference fees are additional).

1st meeting Friday 8/22 5-9 PM

Introduction

The teacher as a practitioner and researcher

Understanding research

Preparing research review for final project

Revising, refining, and submitting an abstract proposal

Submit an approved proposal

Read and discuss American Psychological Association (2001). APA Publication Manual, Fifth Edition

2nd meeting Friday October 5-9 PM

Edit and revise paper to be submitted to the Proceedings of the Hawaii International Conference on Education.

Read and discuss American Psychological Association (2001). APA Publication Manual, Fifth Edition

Washington D.C.: APA

3rd meeting Friday 12/12 5-9 PM

Rehearsal for poster presentations

Critique of presentations

Revising and refining final poster

Read and discuss Nicol, A.A. & Pexman, P.M. (2003). Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations.

4th, 5th, 6th and 7th meetings

8:00 AM - 6:00 PM attend Hawaii International Conference on Education,
January 4-7, 2009

Present poster at allotted time slot

Meetings each day to discuss and critique presentations

8th meeting Friday 1/6 5-9 PM

Critique presentations at the Hawaii International Conference on
Education.

In class essay and discussion:

Describe how to understand, apply, and conduct educational research.

Demonstrate respect for diversity through responsive teaching that values
individual differences and international understanding.

Describe self-assessment skills and the ability to reflect on roles educators can
take as leaders of change.

Evaluation:

20% Proposal

50% Final project

30% In class essay and critique of presentations at the Hawaii
International Conference on Education.

Missouri standards for teacher education programs (MOSTEP)

"Opportunities to relate theory and principles to actual practice"

"Understands how students learn and develop and provides learning
opportunities that support the intellectual, social, and personal
development of all students"

"Identifies prior experience, learning styles, strengths, and needs"

"Recognize[s] individual needs of diverse learners and variations in
learning styles and performance" and "multicultural and global
perspectives"

"Knows motivation theories and behavior management strategies and
techniques"

"Uses a variety of instructional strategies"