

EPY 757 SYLLABUS, FALL 2016
THEORY AND PHILOSOPHY OF EDUCATIONAL PSYCHOLOGY

Instructor:
 Office:
 Office Phone:
 Office Hours:

Email:

Class Time:

Class Location:

I. COURSE DESCRIPTION

Evolution of the philosophy of education in relation to various aspects of educational psychology, both with regard to theory and empirical research. Central issues focus on how educational psychology relates to major themes in the philosophy of education as associated with themes in philosophy, psychology, and education. Prerequisite: Graduate standing.

The specific knowledge, skills and dispositions for this course are listed below.

II. COURSE OBJECTIVES

A. Knowledge

As an outcome of this course, students will be able to identify:

- Major themes in the philosophy of education and how research in Educational Psychology, both theoretical and empirical relates.
- Major areas of research within Educational Psychology of a current nature as associated with learning/teaching in connection to philosophical dispositions that stem from the philosophy of education
- Future directions for educational psychology research in relation to educational philosophy, psychology, and education

B. Skills

As an outcome of this course, students will demonstrate the ability to:

- Critically analyze scholarly materials in terms of underlying philosophical assumptions and connections to educational thinking as a whole and educational psychology in particular
- Discuss academic articles both as class and in groups
- Individually present academic article to the class
- Individually write academic research paper

To assist in achieving these objectives, the instructor will furnish feedback on all assignments, meet with students individually and guide discussions.

C. Dispositions

In addition to the objectives, courses in the College of Education at UNLV are committed to enhancing relevant affective “dispositions”, defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Dispositions anticipated through this course include:

- that students recognize the need for engagement in class activities as leading to the distribution of knowledge and sense of self as a community member in the joint enterprise of becoming/being professional in the field of education
- that students keep an open mind with regard to differences in philosophical perspectives as found among the materials for class as well as across students and instructor

III. TEXT

Johnson, W. and Reed, R.F. (2012). *Philosophical Documents in Education, 4th edition*. Upper Saddle River, N.J.; Pearson

Other articles and chapters will be sent as pdf files to students

IV. COURSE ASSIGNMENTS/REQUIREMENTS

Attendance is expected at all class sessions – let the instructor know if you know you are going to be absent and do not miss more than one class. In the case of absence, you are expected to write a one-page response to all readings for the week.

V. ASSIGNMENTS

1. Read all assigned materials for in-class discussion
2. Individual presentation of assigned readings. Each student will have at least one reading (article or chapter) to present in class and conduct a discussion on. Presentation can either include a one-page summary to be passed out or a power-point review. Assessment: Presentation and discussion of the main points of the reading
3. The midterm and final exams will consist of short essay responses to prompts. Assessment: Length (typically a few paragraphs per question) is not as important a quality. Answers should include a synthesis of ideas across the readings for each exam.
4. Research Paper. Each student will choose a topic of interest in relation to the focus of course. Papers should follow APA formatting, be double-spaced, and 15-20 pages in length. Some examples appear below, but other possibilities will be entertained as well:
 - Take two different views on the philosophy of education and juxtapose them in relation to recent literature on each within an educational psychology frame
 - Explore a prominent psychological dimension involved in learning and education, *affect* or *motivation* for example, and ways of approaching its positive development as rooted in a philosophical perspective
 - Examine some aspect of neuroscience research in relation to education, *imitation*, for example, and connect it to the philosophy of education from an ed. psych. perspectiveAssessment: The paper should include an in-depth analysis of a narrow focus, not a broad ranging review. There should be integration of philosophy and educational psychology.

What is most important is making a concise, clear, well supported argument.

5. Presentation of research paper. Students will present findings of their research papers to the class. 10-15 minutes. Assessment: how clearly and logically the main points are presented

VI. GRADING

1. Reading presentation: 10 points each (missed some of the main points, not much discussion, 1-5 points; all the main points, stimulates discussion, 6-10 points)
2. Midterm and final exams: 25 points each (open book, scores will be based on content - partial consideration of the question, 1-15 points; mid-level consideration [some important ideas missing, others there] 16-20 points; strong treatment of important ideas, 21-25 points)
3. Research Paper: 30 points (must be relevant to concerns of course, well organized and written, include ample support from the literature, and reach the expected length. Lack of any of these elements results in a lower score)
4. Presentation of Research Paper: 10 points (too short or too long, lack of clear coverage of major points or missing information about how topic relates to course, 1-5 points; concise use of time to present major elements of research as related to chosen topic and why it is of interest to philosophy and ed. psych., 6-10 points)

Total: 100 points

Grades will be assigned in relation to the accumulation of points:

90-100 A

80-89 B

70-79 C

60-69 D

VII. SCHEDULE

Aug. 29 Introduction to course

Sep. 5 **Labor Day**

Sep. 12

1. Introduction (text)
2. Philosophy in a new century
3. In search of psychology's philosophical center
4. Embodiment as a unifying perspective for psychology (assigned, but whole class reads)

Sep. 19

1. Chapter 1
2. The dialogic turn in educational psychology
3. Social, emotional, ethical, and academic education
4. Dynamic reconfiguration of human brain networks during learning (assigned)

Sep. 26

1. Chapter 2
2. Argumentation, dialogue theory, and probability modeling
3. Why schools should teach wisdom
4. Emotional Intelligence (assigned)

Oct. 3

1. Chapter 3
2. Self-regulation strategies

3. Social cognitive theory in cultural contexts
 4. Impact of study time and study habits (assigned)
- Oct. 10
1. Chapter 4
 2. The Development of the person: An experiential perspective on the ontogenesis of psychological complexity
 3. Play and its role in the mental development of the child (assigned)
- Oct. 17
1. Chapter 5
 2. The science of sex differences in science and mathematics
 3. Unmotivated or motivated to fail? A cross-cultural study of achievement motivation, fear of failure, and student disengagement (assigned)
 4. **Midterm Exam**
- Oct. 24
1. Chapters 6 & 7
 2. Reciprocal teaching of comprehension
 3. The right to learn and the advancement of teaching (assigned)
- Oct. 31
1. Chapter 8
 2. Artistry in education
 3. The woman who climbed up the house
 4. Learning in “As-If” worlds: Cognition in drama in education (assigned)
- Nov. 7
1. Chapters 10 and 13
 2. A threat in the air
 3. Critical consciousness development and political participation among marginalized youth
 4. Identity education: A new conceptual framework for researchers and practitioners (assigned)
- Nov. 14
1. Chapters 11, 12, and 14
 2. The educational journey of a Latina feminist community psychologist
 3. Caring in context
 4. School avoidance and substance abuse use among lesbian, gay, bisexual, and questioning youths: The impact of peer victimization and adult support (assigned)
- Nov. 21
1. Chapters 15 and 16
 2. Development as a dynamic system
 3. Complexity, complexity reduction, and 'methodological borrowing' in educational inquiry
 4. Emergent learning and learning ecologies in Web 2.0 (assigned)
- Nov. 28
- Final Exam**
- Dec. 5
- Presentations**
- Dec. 12
- Papers Due**

GENERAL UNLV POLICIES

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Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

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Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Educational Psychology and Higher Education
College of Education
University of Nevada, Las Vegas**

EVALUATION RESEARCH METHODS

EPY 716

**Fall Semester 2016
3 Credit Hours
Wednesdays**

**INSTRUCTOR NAME:
OFFICE PHONE:
OFFICE HOURS:
OFFICE LOCATION:
E-MAIL:**

COURSE INTRODUCTION

Leaders are continually confronted with questions about best practices in their organizations and ways to increase production and overall efficiency. They and others also ask questions about whether a selected approach is effective and making a difference. Understanding and using frameworks, concepts, and tools from the discipline of program evaluation can be of great assistance in answering quality, efficiency and effectiveness questions. Developing knowledge and skills about program evaluation models and procedures can be of great assistance to leaders, especially when they have to decide on selection, implementation and/or termination of various programs and processes.

Understanding evaluation paradigms and methodologies can help leaders and others:

- i) Form and decide on the most important questions,
- ii) Identify the sources of evidence that need to be obtained, and
- iii) Weigh interpretations of evidence and statement of findings so that they are well grounded and most informative.

Without this knowledge leaders run the risk of making ill informed decisions about which practices are making a difference. Having evaluation evidence can help “make the case” for implementing and sustaining the use of practices that are making a positive difference. For school leaders, for example, the evidence gained and issues identified through program evaluation studies frequently will be about classroom practices. Business leaders are continually asking about ways to improve results. Program evaluation studies can provide evidence to inform

their needs. Don't forget that evaluation studies also can be about aspects of organization efficiency and effectiveness.

PROFESSIONAL STANDARDS

The content of this course is set within the professional standards for conducting program evaluation studies. These standards create the philosophical framework and guiding principles around which students can develop understandings of the basic concepts, models and procedures for conducting high quality program evaluations.

Of particular note are the Program Evaluation Standards established by the Joint Committee on Educational Evaluation. <http://www.jcsee.org/program-evaluation-standards/program-evaluation-standard-statements>

COURSE OUTCOMES

By the end of this course it is expected that the participants will have developed an understanding of frameworks, strategies and uses for program evaluation models and tools. Participants will also be able to analyze implications and applications of program evaluation studies that make a difference in organization efficiencies and ultimately in outputs and outcomes.

Participants should come to appreciate that effective and strategic leadership is:

- more than completing administrative tasks.
- about action not position.
- about learning; it's not about adhering to procedures.
- complex, multi-faced, and demanding.
- evidence based.
- about asking questions.
- based in collecting data and using evidence to guide decision making.
- about developing and maintaining a community where learning is the number one priority.
- about becoming a continuous learner.
- reflective about ones practice in order to improve performance.

REQUIRED TEXTS AND/OR MATERIALS

McDavid, J.C., Huse, I., & Hawthorn, L.R.L. (2013). *Program Evaluation & Performance Measurement: An Introduction to Practice (2nd edition)*. Thousand Oaks, CA: SAGE.

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Bamberger, M., Rugh, J., & Mabry, L. (2012). *Real World Evaluation: Working under budget, time, data, and political constraints*. Thousand Oak, CA: SAGE.

Bloom, Benjamin S., Hasting, J. Thomas, & Madaus, George F. (1971). *Handbook on Formative and summative Evaluation of Student Learning*. New York, NY: McGraw Hill.

Daponte, Beth Osborne (2008). *Evaluation Essentials: Methods for Conducting Sound Research*. San Francisco, CA: Jossey-Bass.

Fitzpatrick, Jody L., Sanders, James R., & Worthen, Blaine R. (2010). *Program Evaluation: Alternative Approaches and Practical Guidelines (Fourth Edition)*. Boston, MA: Pearson/Allyn & Bacon.

Frechtling, Joy A. (2007). *Logic Modeling Methods in Program Evaluation*. San Francisco, CA: Jossey Bass, a Wiley Imprint.

Posavac, Emil J., & Carey, Raymond G. (2007). *Program Evaluation: Methods and Case Studies (Seventh Edition)*. Upper Saddle River, NJ: Pearson/ Prentice Hall.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users (3rd ed.)*. Thousand Oaks, CA: Sage.

Rossi, Peter H., Lipsey, Mark W., & Freeman, Howard E. (2004). *Evaluation: A Systematic Approach (Seventh Edition)*. Thousand Oaks, CA: Sage.

OTHER RESOURCES

Online Evaluation Resource Library, <http://oerl.sri.com/>

COURSE PURPOSE

Your instructor believes that the best way to learn about program evaluation is to do a program evaluation. Therefore, the primary frame of reference for lectures, readings, class discussions, and assignments will be the program evaluation that you will be doing. Topics and the flow of the course will be parallel to the steps that are taken to negotiate, develop, conduct, analyze and report a program evaluation study. There is not an expectation that your first attempt will be perfect or thorough. However, it still should be relevant and potentially useful. How to do program evaluations along with the elements and details of conducting quality evaluations are the topics in class each week.

EPY 716 Evaluation Research Methods
EPY 726 Advanced Program Evaluation

Expectations and Class Activities

Class Attendance and Participation: Each student is expected to read assigned material prior to class, contribute to in-class group assignments, and participate in general class discussions. Each student is expected to attend and participate fully. The plan for the course (which is subject to change based on student and instructor interest) includes:

Weekly readings: For each class there will be reading assignments in the required textbook. There will be additional reading assignments some weeks that are selected from journals and examples of program evaluation studies.

Program Evaluation Study Critique: Each student is to select a program evaluation study and develop a critique. The study and critique will be scheduled for you to discuss during a class time. These discussions will be paced throughout the semester; rather than being allowed to pile up at the

end. Therefore the emphasis of the critique will vary depending upon the class topics that have been covered up to the scheduled time of the critique discussion.

Final Reflection: To help the course instructor in offering a future version of this course you are requested to offer your reflections. How informative and useful was this course for you? What questions do you now have? What was not covered sufficiently or well in this course? The reflection can be 1-3 pages, to be submitted in a sealed envelope; which will not be opened until after course grades are submitted.

METHODS OF INSTRUCTION:

Instruction strategies include lecture, PowerPoint presentations, brief video excerpts, class discussion, group and individual projects, problem-based learning case studies, and significant outside reading. An example of a completed program evaluation study will be a regular part of class sessions. Students are expected to have access to the Internet, e-mail, knowledge of PowerPoint, access to a computer with a CD and a printer (available in numerous computer labs throughout campus).

The Major Deliverables

The major product for EPY 716 is an approved Plan for a Program Evaluation Study.

The major product for EPY 726 is conduct of a study, development of the Program Evaluation Report and its presentation to the Client.

COURSE PERFORMANCE STANDARDS

Class Participation and Completion of Assignments:

The assignments, activities, and evaluation are all designed to help students develop conceptual understanding that can lead to practical applications of the theories models and tools commonly used in program evaluations. Participation in class discussions, evidence of preparedness for class sessions by doing assigned reading, contributing relevant examples, and cooperation and collaboration with fellow classmates are essential elements

Assignment Format: All written work needs to be in **Times New Roman in 12 point font** with standard margins and formatted according to APA guidelines. Please refer to the *Publication Manual of the American Psychological Association* and handouts that clarify the procedures. A portion of each assignments grade will be based on style and format, including such items as clarity of communication, sentence and paragraph construction, spelling, and grammar. You may also find the following site helpful:

<http://www.apa-mla.com/formats/apahome.html>

You should use a dictionary and/or spell and grammar checker on all papers, however do not rely solely on these programs for accuracy. Be sure to proofread all papers before you submit them. Quality is key. Your formal work, such as written papers, should be a professional product. Each product also should reflect your developing knowledge of and depth of thinking about the theories, models, frameworks, concepts and tools being introduced. Your products, presentations, and in-class discussions should reflect increasing knowledge and skill about program evaluation and thinking about implications for leadership and increasing organization efficiency and effectiveness.

This syllabus is to be followed for all assignments. The instructor reserves the right to adjust the topics and calendar based on time, student interest and other factors. Another way to view this syllabus is as the overall

roadmap for the course. Depending on interest and events there may be opportunities to take side roads and at times to hop on the autobahn.

GRADING POLICY

Grade Components

ASSIGNMENT	Size of Effort
Attendance- Discussion/Participation	XX
Analysis of an Evaluation Study	x
Program Evaluation Study	XXX
Test(s), quiz(zes),	??
Other	?
Final Reflection	x
TOTAL	A

A Special Note about graduate study:

This is a graduate course. As such, independent and thoughtful work is expected from each student. Contributions to class discussions and in written assignments should reflect more than direct copying of terms and concepts. There needs to be an accumulating depth of understanding and thinking about program evaluation. Also important are attendance, timely arrival to class sessions, timeliness for completing assignments, active participation in class discussions, and quality of written work submitted as part of this course.

IF your instructor perceives that students are coming to class without having fully prepared then a series of *pop quizzes* will be added to the course assessments. Unexcused absence, lack of interest in the subject matter, and poor written work will affect the grade you receive. Also, it is the student's responsibility to arrange a meeting with the instructor if s/he has concerns about a grade. As graduate students, monitoring of course performance is assumed to be the primary responsibility of the student. Attention to any emerging concerns should be immediate and not left to the final days of the semester.

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<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

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COURSE SCHEDULE
EPY 716-1001: EVALUATION RESEARCH METHODS
FALL 2016

DATE	CLASS CONTENT (SUBJECT TO CHANGE)	READINGS FOR THIS WEEK	ASSIGNMENTS & QUESTIONS DUE THIS WEEK
August 31	<ul style="list-style-type: none"> • Introductions and course overview • Two Semester Plan • What is program evaluation anyway? • What to evaluate? Ethics in Program Evaluation Conceptual Framework: Scriven's two types. Case: Tailgate Study		
September 7	An Overview of Program Evaluation <ul style="list-style-type: none"> • Evaluator/Client Relationships • Is there politics? • Initial client negotiations • Identification and scheduling of Evaluation tasks • Scheduling of the Course Assignment: Report Critiques Conceptual Framework: More about Scriven's two types. Case: AIDS in an African country	Text: Chapter 1 Read pages 10-16 Stop reading at "Key Concepts" heading.	Be ready to discuss: Initial thoughts and questions? Setting up PE Study Teams Possible Clients? Possible program to evaluate?
September 14	Where to begin with your client What to evaluate? <ul style="list-style-type: none"> • Purposes • What is the stage of development? • What are the relationships now? Case: Douglas County Performance Pay Plan <i>PE Critique:</i>	Text chapter 1 Read pages 26 – 35 Study Table 1.2	Initial Negotiations with Potential Client.
September 21	Tailoring Evaluations: Identifying Issues and Formulating Questions <ul style="list-style-type: none"> • Deciding on The Problem • Drafting Study Questions is key. • Using the questions to clarify the purpose • What criteria are to be examined? • Evaluation Hierarchy Conceptual Framework: Stufflebeam's CIPP Case: Wallace Foundation's SAMs <i>PE Critique:</i>	Chapter 1 Pages 26 - 39	Evaluation Plan (the first sketch)

September 28 (Dr. John Schiller, University of New South Wales, visiting)	Assessing the Need for a Program Conceptual Framework: Stufflebeam's CIPP – Reflections? Logic Modelling: An Introduction Case: <u>The Condition of Teacher Education across the SUNY System</u> <i>PE Critique:</i>	Read 47 - 61	Client Meetings Questions? Reflections? Study focus/problem? Study Questions
October 5	MoU: Purpose, Outline Logic Modeling, some more Shaping PE study questions Conceptual Framework: Provost's Discrepancy Model Case: <u>NV SIG, A Systemic Change Effort</u> <i>PE Critique:</i>	TBA	Study design and methods being developed
	Environmental scan and program literature review Case: <u>SBTE in TX</u> <i>PE Critique:</i>	TBA	MoU first draft Any available data sources?
October 19 October 12 Presidential Debate on campus	Measuring and Monitoring Program Outcomes Case: <u>Unhealthy University Department?</u> <i>PE Critique:</i> _____	TBA	Study design and methods are taking shape MoU is refined
October 26	Assessing and Monitoring Program Process Questionnaire Design Case: <ul style="list-style-type: none"> • <u>PETE</u> • <u>Use of Computer Cases about Occupational Lung Disease in Medical Schools</u> <i>PE Critique:</i>	TBA	There is consensus with Client about the study plan. The study plan is outlined in the MoU
November 2	Detecting, Interpreting, and Analyzing Program Effects Case: <u>BRTs: A New Approach to Teacher Instructional Leadership.</u> <i>PE Critique:</i>	TBA	Measures are being developed, <u>and</u> pilot tested.
November 9	Measuring and Monitoring Program outcomes Qualitative methods Case: <u>Implementation of Mathematics in the Hessen DSO</u> <i>PE Critique:</i>	TBA	Full Draft of Study Plan
November 16	Review of PE Study Plans		Study Plan for Review
November 23	Thanksgiving Eve		

November 30	Sharing of Program Evaluation Plan Performance Measurement: another approach <i>PE Critique:</i> _____ <i>Case:</i>		Final tweaking of study plan
December 7	Sharing of Program Evaluation Study Plans Communicating over the next six weeks. <i>Case:</i> <i>PE Critique:</i> _____		Your Program Evaluation Study Plan is ready for Implementation
December 14			<u>ALL ASSIGNMENTS ARE DUE</u>