

# EDUCATIONAL PSYCHOLOGY (EDPSY)

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## EDPSY 10: Individual Differences and Education

3 Credits

Relationships between learner differences and physical, cognitive, language, social, and cultural development; emphasis on ethnicity, gender, special needs; schooling implications. EDPSY 010 Individual Differences in Education (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. This course is an overview of the major theories and significant research on the development and explanation of individual differences and how those differences affect the education of school-age children. Specific topics include physical, cognitive, language, social-emotional, and cultural development in children and youth ages 3-20. By its very nature, the course will include a diversity focus, with special attention to ethnic, cultural, and gender issues as well as the needs of special populations. Within each topic area, the course will pay special attention to theoretical and empirical work on how and why variations occur, how they are to be interpreted and measured, and the implications those variations have for society, especially for schooling. Traditional and alternative practices in schools will be examined to see which approaches best meet the needs of an increasingly diverse American society. While the course will focus on individual differences in education it will not be exclusively oriented toward future teachers. The course will also help parents (or future parents) understand the nature of development and individual differences of students as they progress through the educational system.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)

## EDPSY 11: Educational Implications of Individual Differences in Childhood

3 Credits

This is a course about individual differences in learners that may stem from biological and environmental influences on development and wellness. This course addresses the ways in which we consider these differences as we design environments for learners in early and middle childhood. Course content includes cognitive, language, social-emotional, moral and physical development of students in pre-elementary through middle school settings. Content also includes understanding and promotion of health and wellness in educational settings, as well as individual differences that stem from gender, ethnic, racial, and other forms of diversity in children and youth. Both primary and secondary sources serve as foundational readings for the course. Readings share research on how and why variations occur, how to measure and interpret them, and what implications such variations have on traditional and non-traditional educational environments with emphasis on developmentally appropriate and individually appropriate educational practice. Specific applications for teacher certification are included.

## EDPSY 14: Learning and Instruction

3 Credits

Psychology of human learning applied toward the achievement of educational goals; evaluation of learning outcomes.

## EDPSY 14H: Learning and Instruction

3 Credits

Psychology of human learning applied toward the achievement of educational goals; evaluation of learning outcomes. EDPSY 014H Learning and Instruction (3) This course is designed to give honors students an applied introductory course in learning and instruction, particularly for students who may work in an educational setting. The honors section is designed to give students a more in-depth look at content in learning and instruction and the principles underlying learning theory and effective instructional processes. The class uses a seminar approach to discuss readings related to topics in learning theory, classroom management, effective instruction, student motivation, and applied assessment. Class discussions will focus on deeper understanding of the principles of learning and instruction with a focus on how one would apply those principles in teaching others.

Honors

## EDPSY 101: Analysis and Interpretation of Statistical Data in Education

3 Credits

An introduction to quantitative methods in educational research emphasizing the interpretation of frequently encountered statistical procedures.

Bachelor of Arts: Quantification  
General Education: Quantification (GQ)

## EDPSY 296: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

## EDPSY 297: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

## EDPSY 400: Introduction to Statistics in Educational Research

3 Credits

The foundations of statistical techniques used in educational research; distributions, central tendency, variability, correlation, regression, probability, sampling, hypothesis testing.

## EDPSY 406: Applied Statistical Inference for the Behavioral Sciences

3 Credits

Common techniques (parametric) covered through two-factor analysis of variance (independent samples); hypothesis testing, confidence interval, power, robustness; MINITAB frequently used.

**Prerequisite:** EDPSY400 or STAT 200

EDPSY 408: Meeting Instructional Needs of English Language Learners with Special Needs

3 Credits

The course content and activities focus on instruction and assessment for English Language Learners with special needs. EDPSY (SPLED) 408 Meeting Instructional Needs of English Language Learners with Special Needs (3) The purpose of this course is to bring together two bodies of research to prepare future teachers of learners with special needs who are also English language learners to be effective teachers. The course has been developed to fulfill requirements of Pennsylvania Department of Education and in recognition of the growing number of English Language Learners (ELL) in the general population and thus in special education settings. The course presents (1) theory and research on the instructional needs of English Language Learners (ELLs) and (2) the knowledge base on effective instruction for students with special needs and assists students to integrate the two. Major topic areas include principles and issues in second language acquisition; ELL characteristics including linguistic and cultural factors that affect second language acquisition; techniques and methods of research-based instruction for English Language Learners with special needs; lesson planning and instructional modifications for ELLs with special needs; and appropriate assessment practices for ELLs with special needs. A major objective of this course is for students to be able to develop or modify instructional plans that reflect evidence based practices for adapting for the needs of ELL learners with special needs. Evaluation will be based on a combination of methods including, tests and quizzes, analyses of videos and case studies and reports of observations and interviews.

**Prerequisite:** EDPSY010 , EDPSY014 , Prerequisite or concurrent: SPLED395W , SPLED425  
Cross-listed with: SPLED 408

EDPSY 421: Learning Processes in Relation to Educational Practices

3 Credits

An introduction to the empirical study of variables and conditions that influence school learning.

**Prerequisite:** EDPSY014 or PSYCH212

EDPSY 421H: Learning Processes in Relation to Educational Practices

3 Credits

An introduction to the empirical study of variables and conditions that influence school learning.

Honors

EDPSY 450: Principles of Measurement

3 Credits

Scale transformation, norms, standardization, validation procedures, estimation of reliability.

**Prerequisite:** EDPSY400 , PSYCH100 , or PSYCH200 ; STAT 200  
Cross-listed with: PSYCH 404  
Bachelor of Arts: Social and Behavioral Sciences

EDPSY 475: Introduction to Educational Research

3 Credits

Scientific method; classes of variables in educational research; the measurement of classroom behavior; survey, predictive, and experimental studies.

**Prerequisite:** EDPSY400

EDPSY 493: Child Maltreatment and Advocacy Studies: Capstone Experience

1-3 Credits/Maximum of 3

This course serves as the capstone experience for students enrolled in the Child Maltreatment and Advocacy Studies minor.

**Prerequisite:** CMAS 258 or HD FS258; Concurrent: CMAS 465or HD FS465 , CMAS 466 or NURS 466  
Cross-listed with: CMAS 493

EDPSY 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

EDPSY 496H: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

Honors

EDPSY 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.