1. Title: EDP 675 Advanced Educational Psychology

II. Catalog Description: A psychological perspective and research-based examination of the learner, the teacher, and the classroom interaction process involved in effective educational processes.

III. Purpose: To examine the advances in educational/psychological research literature, to help educational professionals to reflect upon and to integrate understandings of advanced levels of psychological processes into their classroom learning climate, and thereby provide leadership for their colleagues and school for enhancing learning.

IV. Course Objectives: Students will be able:

1. Refine and extend the understanding of theoretical principles and foundations of educational psychology providing the basis for effective teaching and learning. (ETS 3, 4, 5)

2. Examine and reflect upon contemporary issues in educational psychology and to explore the veracity of the research findings which address those issues. – To present and defend a controversial educational topic. (ETS 4, 7)

3. Apply the principles and research findings to the “real world” of the Classroom climate and teaching which will enable more effective decision making and the adaptation of strategies and resources for the needs of a varied student population. – To search for and identify educational research to support an educational topic; Use APA format to cite literature; To conduct a review of the literature about an educational topic of the teacher selection. (ETS 4, 5, 7)

4. To identify social, political, and economic forces and the dynamics of the impact of these forces on the teacher, the student, and the context of education. (ETS 1, 4)

5. To understand and articulate an appropriate knowledge base and the necessary attitudes of professionalism to enable them to be advocates and to provide leadership for positive student development and effective teaching. – To actively participate in debate about an important educational topic. (ETS 1, 3, 4)

The EPSB Themes – Diversity, Assessment, Literacy/Reading, and Gap Achievement are analyzed as course topics where students discuss, research and write a literature review to fully explore the topic.

The Issues Paper addresses ETS 1,4 for continuous assessment in the graduate teacher programs.
V. Content Outline:
Issue 1: Single-Gender Classes (Gap Achievement)
Issue 2: Ability-level tracking
Issue 3: Bilingual Education
Issue 4: Full inclusion
Issue 5: Closing the achievement gap
Issue 6: Student Self-Esteem
Issue 7: Moral education
Issue 8: Constructivist approach to teaching
Issue 9: Reinforcement (rewards) in learning
Issue 10: Theory of Multiple Intelligence
Issue 11: Standards and Accountability
Issue 12: Brain development and the classroom
Issue 13: Whole language approach to reading
Issue 14: Parental involvement
Issue 15: Computers and technology
Issue 16: Performance based assessment and educational reform
Issue 17: Zero-tolerance policy and safe schools
Issue 18: International Evaluation

VI. Instructional Activities
Literature reviews, classroom research project, seminar discussions, analytical debate. The course will be conducted primarily as a seminar, and a seminar implies discussion among the students and the professor. Please complete all readings before coming to class, and be prepared to participate.

VII. Field, Clinical and/or Laboratory Experiences
The teacher’s classroom acts as the laboratory to explore course issues.

VIII. Resources
University libraries and on-line resources.

IX. Grading Procedures:
Presentation (notes, delivery, articles) 50 points
Article abstracts (10 @ 5) 50 points
Educational Issue Paper [CAP – ETS 2,7,9] 100 points
Class Participation 50 points
Final Exam 50 points

Grading Scale:
300-375 A
374-349 B
348-323 C

X. Attendance Policy: This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy: Refer to the Academic Honesty Policy in the Graduate Bulletin.

XIII. **Prerequisites**: Admission to graduate program.

XIV. **Statement of Affirmative Action and Equal Opportunity**
Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.