

Educational Psychology / Learning Sciences Program Handbook

**Division of Psychological and Quantitative Foundations
College of Education
University of Iowa**

Updated: Fall 2021

Preface

The materials contained in this handbook were assembled from various sources for the convenience of present and prospective graduate students in the Educational Psychology / Learning Sciences (EP / LS) program. This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College. All program faculty members have a copy of this manual. Certain program requirements are legitimately more stringent than those of the Graduate College and do not constitute a conflict.

These policies are considered binding only within the EP / LS program of the College of Education and can be revised at any time by action of the Educational Psychology / Learning Sciences faculty. The remaining policies are those of the College of Education of The University of Iowa and are taken from various official University publications. A student's program is governed by the regulations operative on the date of the student's initial matriculation, unless the student chooses to be regulated by policies adopted subsequently.

August 26, 2021

Table of Contents

Educational Psychology / Learning Sciences	1
Program Handbook	1
Program Overview	1
Our Faculty	2
Our Students.....	5
Our Facilities.....	6
MA in the Learning Sciences.....	7
Major Tasks in the MA Program	8
Ph.D. in Educational Psychology.....	11
Major Tasks in the Ph.D. Program.....	13
Learning Sciences Research and Design Seminar	14
Early Research Project.....	14
Ph.D. Comprehensive Examination.....	15
Dissertation	17
Understanding Faculty	22
Research and Research Opportunities	24
Collaborating with Faculty	24
Bi-annual Educational Psychology and Learning Sciences Research Symposium	24
Human Subjects Approval	24
Funding for Your Research.....	25
Teaching.....	26
Undergraduate Teaching.....	26
TA Expectations.....	27
Professional Appearance for Field Experience.....	29
Ongoing Involvement in PreK-12 Schools.....	29
Evaluation of Student Progress.....	31
Student Complaint Procedures and University Policies/Statements.....	33
Financial Assistance.....	35
Research and Teaching Assistantships	35
Special Graduate Assistantships	35
Fellowships	36
Support for Travel to Conferences.....	36
Other Resources and Useful Information	37

Professional Organizations and Conferences.....	38
Appendix.....	43

Program Overview

The Educational Psychology / Learning Sciences program at the University of Iowa offers an MA and PhD to students interested in understanding and shaping learning in a number of settings – schools, workplaces, higher education, museums, etc. The program provides opportunities for engaging with research and considering how research can best influence instructional practices and student outcomes. While the program of studies for these two degrees share a number of courses, each propels students enrolled to different goals. Students completing the master's degree are prepared to apply the findings of learning sciences research to solve problems in a broad range of educational contexts. The doctoral degree draws further on the theories and practices that are grounded in educational psychology and the learning sciences. The doctoral degree encourages and helps students acquire the depth of knowledge and sophistication of methodology necessary for original research contributions in those fields. Neither of these degrees leads to licensure.

The backbone of both degrees is the theoretical and empirical exploration and application of what it means to learn in varied contexts. The goal of the PhD in Educational Psychology is to prepare students for careers as scholars and educational professionals in the learning sciences and related disciplines. For many students, this means employment as faculty members in universities and colleges, for others it means work as researchers and practitioners in government education agencies, school districts, educational measurement institutions, hospitals, private firms, and other settings in which education and training takes place. Likewise, our MA in the Learning Sciences prepares the future workforce in a diverse range of instructional design and educational venues such as educational publishing companies, assessment and learning companies, and the healthcare industry.

While our adoption of the Learning Sciences as a focus to our program is relatively new (2015), our Educational Psychology program, and our former Instructional Design and Technology Program that merged with Educational Psychology in 2003, have a long history at the University of Iowa. While we do not have an actual date for the start of the Educational Psychology program, we do know that Albert Hieronymus (faculty from 1949-1987) was a member of the EP faculty (see <https://education.uiowa.edu/news/celebrating-al-hieronymus-legacy>). Our EP faculty have contributed to the field through research in a variety of areas related to learning, cognition, assessment, development, motivation, learning technologies, and instruction. A number of our EP faculty moved into administrative roles during the tenure at the University of Iowa. The Instructional Design and Technology program dates back at least to the time of Lowell Schoer, who had a joint appointment in Educational Psychology (faculty from 1961-1998). Barry Bratton (faculty from 1976 to 1997) was instrumental in the development of professional standards and competencies to define the field of instructional design. Faculty in the program added to the scholarship in areas of instructional design and performance improvement, the intersection of cognition and instruction, and the use of technology for educational purposes. These program areas provide a strong legacy and foundation for our current programs in Educational Psychology and Learning Sciences.

Our Faculty

Our faculty have been trained at a variety of top programs throughout the country and they bring a diverse collection of ideas and skills to our Educational Psychology and Learning Sciences program. In their research and teaching, they combine foundational knowledge from cognitive science with innovative theories, methods, and design principles from the Learning Sciences. People learn in diverse contexts and our faculty respond to this diversity by investigating how people at different ages, from childhood through adult, learn across formal and informal spaces. Studying the diversity of learners demands a diversity of approaches. Our faculty therefore investigate how people learn by analyzing the dynamic and interactive processes that individuals and groups display when thinking, representing, and sharing knowledge. These approaches identify critical activities that promote learners' understanding and participation across a variety of disciplines that include areas of science, technology, engineering, and mathematics, as well as the arts, humanities, and social sciences.

Mitchell Kelly, Ph.D. (University of Iowa)

Clinical Professor, Program Admissions Coordinator, Director of The Office of Graduate Teaching Excellence

Office: 1-319-335-5573, mitchell-kelly@uiowa.edu

Mitch Kelly is the Director of the Office of Graduate Teaching Excellence and guides graduate students across campus in earning the Graduate College Certificate in College Teaching. He has received multiple teaching awards throughout his career at The University of Iowa.

Matthew Lira, Ph.D. (University of Illinois - Chicago)

Clinical Assistant Professor

Office: 1-319-335-5557, matthew-lira@uiowa.edu

Matthew Lira's research combines three intersecting lines of inquiry – conceptual change, representational competence, and epistemological growth. He situates his work at the undergraduate level where he focuses on when and how biology intersects with other STEM disciplines (e.g. mathematics). Of particular interest to him is how mathematical knowledge and representations might serve as mediators and resources for students learning in biology as opposed to these elements serving as barriers to learning.

Kathy Schuh, Ph.D. (Indiana University - Bloomington)

Professor, EP / LS Program Coordinator, Coordinator of Certificate in Online Teaching; Director Education Studies and Human Relations

Office: 1-319-335-5667, kathy-schuh@uiowa.edu

Kathy Schuh's research interests include exploring the relationships among epistemology, learning theory, and instructional practice with a primary interest in contemporary views of learning such as socio-cultural constructivism and situated cognition. She has studied the importance of students' making links between information they encounter in their classrooms and their personal experiences as part of their meaning-making processes. Her current work expands on this meaning-making perspective by looking at how potential experiential and psychological obstacles to learning may contribute to students' perceptions of their own learning-related characteristics. Her publications include a book, *Making Meaning by Making*

Connections (2017), wherein she synthesizes a decade of research on the links that late-elementary students made between content they encountered in their classrooms and their prior experiences.

Affiliated Faculty

Our affiliated faculty are instrumental in our program as they foster the multi-disciplinary lens that is important in the study for learning. These faculty offer courses in which our Educational Psychology / Learning Sciences students may enroll, serve of comprehensive examination and dissertation committees, and may provide practicum research opportunities for our students.

Eric Freedman, Ph.D. (University of Wisconsin - Madison)

Assistant Professor, Social Studies Education

Eric Freedman is an Assistant Professor of Social Studies Education in the Department of Teaching and Learning. A former high school history and government teacher, he teaches courses in elementary and secondary social studies instructional methods. His research explores the design of socially transformative curriculum in history. It examines ways to position students to ask of historical narratives, not only “Does it align with the evidence?” but also “Whose experiences does it highlight or ignore? Whose interests does it serve?” He has also developed methods of charting students’ engagement in historical discussions.

Walter Vispoel, Ph.D. (University of Illinois - Urbana Champaign)

Professor, Educational Measurement and Statistics

Walter Vispoel, whose primary appointment at the University of Iowa is in Educational Measurement and Statistics, has a secondary appointment in Educational Psychology / Learning Sciences and has served as advisor for EP / LS students who have a significant research interest in the measurement of psychological constructs. His research interests include computerized assessment, generalizability theory, structural equation modeling, self-concept, motivation, and the psychology of music.

Adjunct Faculty

In addition to our clinical and tenure-track faculty, at times we appoint adjunct professors who have expertise in particular curricular areas so that we may offer courses related to that content in a particular semester. The adjuncts are highly regarded given their experience in a particular content area or with a particular group of learners and their appointment is voted on by the departmental faculty.

Patricia Bahr, MSE (University of Iowa)

Adjunct Professor, Educational Psychology / Learning Sciences

Patricia Bahr has a BS in biomedical and an MSE in biomechanical engineering. After working with people with disabilities and assistive technology for over 30 years, she received the RESNA Fellow Award in July 2021. She is currently a program manager at the University Center for Excellence in Developmental Disabilities and co-chair for the University of Iowa’s Council for Disability Awareness. She is former director of the Iowa Center for Assistive Technology Education and Research in the College of Education. She worked for 24 years at Gillette Children’s Specialty Healthcare in St. Paul, MN as a rehabilitation engineer and supervisor of the Mobile Outreach Clinic. Research interests

include teaching people with intellectual disabilities to use assistive technology and the incorporation of universal design into school and work environments. She is also involved with the intersectionality of disability and other diverse populations.

Elizabeth Brown, Ph.D. (University of Iowa)

Adjunct Professor, Educational Psychology / Learning Sciences

Elizabeth (Beth) Brown has a BM in Vocal Performance and Music Education and a Ph.D. in Educational Psychology with an emphasis on developmental science. She teaches graduate and undergraduate courses in instructional design, cognitive learning theories, and human development. She has developed music curriculum for children ages 3-17, teaching music for twenty years in the Iowa City Community School District (ICCS) pre-k to high school. She serves as the Internal Coach for Positive Behavior Interventions and Supports at Longfellow Elementary School. Beth is the Curriculum and Personnel Director at Nolte Companies, supporting 30-plus arts faculty in a variety of arts education programs. She directs Iowa City Youth Choir, Nolte Nutcracker Chorus, and is a founder and former director of the Performing Arts Preschool at Nolte Academy.

Gary Steffensmeier, Ph.D. (University of Iowa)

Adjunct Professor, Educational Psychology / Learning Sciences

Gary Steffensmeier received his PhD in Educational Psychology at the University of Iowa. His research has focused on student use and teachers' beliefs about and adoption of one-to-one technology initiatives in public schools. He is currently employed by the Puerto Rico Community Schools, Department of Defense Education Activity.

Our Students

Our Ph.D. and M.A. students come to us from a variety of academic backgrounds, including education, psychology, philosophy, medical education, and child life. Our program includes both full-time and part-time students, with completion time to degree ranging from 5 to 10 years (median of 6.3 years) for the Ph.D. and 1-3 years for the M.A. Naturally, our part-time students take longer to complete their degrees than our full-time students. Our Ph.D. students are not required to have completed a masters' degree prior to applying to our program. Our program includes students from Iowa, from throughout the U.S., and international students, providing a mix of backgrounds, cultures, and experiences.

We emphasize the importance of professional scholarly work for our students. Our Ph.D. students are required to complete an independent research study and report their work to our faculty and their peers. In addition, every year, our students submit their research for presentation at national professional conferences. Our students have presented at the Annual Meeting of the American Educational Research Association, the Digital Media and Learning Conference, the International Conference on the Foundations of Digital Games, Critical Questions in Education Conference, the Educause Learning Initiative, International Meeting on Simulation in Healthcare, Games+Learning+Society Conference, and the Annual Meeting of the National Council on Measurement in Education. Our students are also co-authors of scholarly publications and those who continue in academic work following graduation continue to conduct research.

Our Facilities

Learning Sciences Lab (348 Lindquist Center)

Students in the Educational Psychology / Learning Sciences program enjoy the use of a private computer lab that includes 4 workstations and access to a printer.

Student Commons (2nd Floor North Lindquist Center)

Newly renovated for fall 2021, our students enjoy a collaboration and study space that includes access to a café area.

Office Space

Student who receive a teaching, research, or graduate assistantship are provided access to shared office space in the Lindquist Center. Typically, the space includes a desk and access to a computer.

Other Graduate Student Resources at the UI College of Education can be found at this website:

<https://education.uiowa.edu/graduate-student-resources>.

MA in the Learning Sciences

The 30-semester-hour M.A. in Learning Sciences emphasizes the ways theory and research inform our understanding of learners, learning, instruction, and the technology and environments in which learning and instruction occur. Elective opportunities allow students to develop a multidisciplinary specialization, including technology and media, human development and motivation, and measurement and evaluation. Students have the option of completing a capstone experience that may be a portfolio, internship, or practicum that allows the student to apply knowledge of the Learning Sciences.

Required Courses

PSQF:6204 Foundations of the Learning Sciences

PSQF:6205 Design of Instruction

PSQF:6200 Educational Psychology

PSQF:6203 Tools and External Representations in Learning Processes

PSQF:6281 Cognition and Learning

PSQF:6214 Design of Learning Environments

PSQF:6208 Digital Media and Learning OR

PSQF:6215 Online Teaching: Design and Facilitation

PSQF:6299 MA Project: Internship/Practicum/Portfolio *OR* student may choose, in consultation with their advisor, to take a formal written comprehensive examination and complete one additional course from the elective area.

Elective Opportunities (2-3 courses depending on comprehensive exam/capstone choice)

Electives allow the student to choose a strand of interest to develop a multidisciplinary specialization or may include more than one areas if taking 3 courses. Current areas and course options within include:

<p><u>Human Development and Motivation</u></p> <ul style="list-style-type: none"> • PSQF:4106 Child Development • PSQF:4111 Human Motivation • PSQF:4130 Early Adolescent Development • PSQF:4133 The Adolescent and Young Adult • PSQF:6206 Advanced Child Development 	<p><u>Technology and Media</u></p> <ul style="list-style-type: none"> • PSQF:6208 Designing Educational Multimedia • PSQF:6215 Online Learning: Design & Facilitation • PSQF:7331 Digital Media and Learning • PSQF:6216 Online Tools and Utilities • PSQF:6211 Universal Design and Accessibility for Online Learning
<p><u>Measurement and Evaluation</u></p> <ul style="list-style-type: none"> • PSQF:4143 Introduction to Statistical Methods • PSQF:6243 Intermediate Statistical Methods • PSQF:6257 Educational Measurement and Evaluation • PSQF:6220 Quantitative Educational Research Methods • PSQF:5165 Introduction to Program and Product Evaluation • PSQF:6265 Program Evaluation 	<p><u>Learning in the Disciplines</u></p> <ul style="list-style-type: none"> • EDTL:6833 History and Foundations of Social Studies Ed • TBD (non P&Q) • TBD (non P&Q)

Major Tasks in the MA Program

While the primary focus of progressing through the MA program is completing coursework, by the second year of their program MA students need to be prepared for a degree capstone that may be an experience such as a portfolio, internship, or practicum or a formal written comprehensive examination. Those choosing the written comprehensive exam take an additional course to complete the 30-credit degree requirement.

Choose classes under the guidance of your advisor. Each semester, seek a balance in the types of classes that you take: design classes (i.e., larger projects as assignments), content depth classes (i.e., papers and perhaps exams as assignments), or classes that include routine problem-solving assignments on a weekly basis. During this time, it is important to meet with your advisor at least once a semester when registration time approaches to ensure that you are making appropriate academic progress.

Immerse yourself in opportunities to learn about the Learning Sciences and to learn from your peers. Our program offers a number of informal experiences that our MA students are welcome to attend. These include our monthly “chats” (informal get-togethers with one or more faculty where students can ask questions about the program, requirements, etc.), our EP/LS Research Seminar (our students and faculty who have completed a research project share their results), and our EP/LS Design Poster Session (new in 2021).

At the start of your second to the last semester, consult with your advisor about what your capstone for the degree will be. Options include:

Portfolio (enroll in PSQF:6299 in your second to the last semester)

Throughout the program you have assembled pieces to a professional portfolio that will reflect your personal and professional growth and understanding about applying research and theories from the Learning Sciences. This portfolio should

1. indicate a breadth of understanding of the learning sciences in general as well as a synthesis of areas of the LS that you find most useful in your current or future work.
2. include at least six artifacts that demonstrate your understanding of the learning sciences and how it can inform instruction/intervention, as well as reflective statements.
3. indicate growth in understanding by including reflective statements documenting prior understanding and new learning reflected in application of learning science research and theories.

A potential process for completing the portfolio would include the following steps:

1. Choose at least 5 existing key artifacts for your portfolio. The artifacts are assignments that you completed in your classes. Select these artifacts from the courses that you have taken in this program. Given that many or all of these entries will have been created prior to completion of the portfolio, revisit and refine the entries, particularly the reflective writings associated with each.
2. Following selection and refinement of these 5 artifacts, look across the decisions and improved understanding reflected in these five artifacts. Drawing on this reflection as well as other insights that you have developed throughout your coursework in the

program, identify themes that exist across your artifacts. These themes may have to do with instructional/learning issues, problems, or limitations; needs of particular learners and the learning environment; or other themes emerging from your collection of artifacts. Collectively, these themes should provide a framework on which you may apply your synthesis of learning science issues. Use the results of this reflective activity to integrate the pieces of your portfolio. In other words, begin the process of having your portfolio tell a unified story about your professional growth and development in this program.

3. Create a new artifact for your portfolio to be the culminating piece for your portfolio in which you draw on your developed synthesis. As you develop this new entry, include a comprehensive view of the learning sciences. For example, rather than considering an area of the learning sciences as a discrete isolated topic as may have been the case in the artifacts created for individual courses, this final artifact should demonstrate your ability to apply a variety of learning sciences research and theories to a particular instructional issue or problem.
4. In your *final* semester you will defend your work (this serves as your comprehensive examination). Consult with the Office of Student Services in the College of Education early in the semester about paperwork deadlines. In addition to this exam, you will likely have at least one course to enroll in (you must be enrolled in a course in the semester in which you take your comprehensive examination).
5. You will also be encouraged to present your work at our EP/LS Design Poster Session, held in conjunction with our EP/LS Research Symposium.

Internship / Practicum (enroll in PSQF:6299 in your second to the last semester)

In this type of capstone experience the student shows their depth of learning from the program by engaging in a real-world project with a client. The difference between an Internship and a Practicum experience is often about being paid. Typically, a practicum experience is unpaid and an internship is paid for by the organization that has hired the intern. It is the responsibility of the student to find and arrange for the opportunity, although at times the advisor may have sources and suggestions that would help secure the internship/practicum.

In your second to the last semester, as arrangements for the experience are being made, you will create a plan of activity that includes that activities of the internship/practicum, the amount of time involved, product deliverables for the client, and a final document that will be submitted to the program faculty for review and evaluation. A letter of support should also be provided by the organization who is the client for the experience.

In your *final* semester you will defend your work (this serves as your comprehensive examination). Consult with the Office of Student Services in the College of Education early in the semester about paperwork deadlines. In addition to this exam, you will likely have at least one course to enroll in (you must be enrolled in a course in the semester in which you take your comprehensive examination).

You will also be encouraged to present your work at our EP/LS Design Poster Session, held in conjunction with our EP/LS Research Symposium.

Comprehensive Examination

The MA Comprehensive examination includes 2 sections. These sections are scheduled as two 3-

hour blocks, each covering a different focus on content. The semester prior to the examination, the student should consult with his or her advisor about the content focus of the two sections and a plan for preparation for the examination.

In addition to this exam, you will likely have at least one course to enroll in (you must be enrolled in a course in the semester in which you take your comprehensive examination).

Ph.D. in Educational Psychology

The Ph.D. in Educational Psychology requires a minimum of 72 semester hours of graduate credit, and students work closely with an advisor to define a program of study that matches their goals and interests. While the degree retains the name of our Educational Psychology program the coursework includes areas within educational psychology and the learning sciences, including courses in cognition and representations, learning theory, instructional design, learning environments, and learning technologies. Other learning opportunities include a research project, a design opportunity, a minor focus area, several courses in educational measurement and statistics, and a dissertation in the fields of educational psychology and learning sciences.

Some requirements may be waived for students who begin the Ph.D. with a master's degree or with coursework from another program. To gain approval of these courses for the student's plan of study, the Graduate College will first approve potential courses. From those, a subset may be applied towards the degree if approved by the advisor in consultation with faculty with expertise in the content areas. The student will be required to provide a syllabus from the course completed including a list of reading materials and assignments for the course.

Students should check with their advisor about specific offerings. All courses listed are 3 semester hours unless otherwise indicated.

Required EP / LS Courses

All of these (or equivalent):

- PSQF 6200 Educational Psychology,
- PSQF 6203 Tools and External Representations in Learning Processes,
- PSQF 6204 Foundations of the Learning Sciences,
- PSQF 6205 Design of Instruction,
- PSQF 6214 Design of Learning Environments,
- PSQF 6281 Cognitive Theories of Learning,
- PSQF 6230 Research in Educational Psychology (≥ 3)
- PSQF:6299 Project/Portfolio/Internship (2 s.h.)
- PSQF 7493 Ph.D. Thesis in Educational Psychology (≥ 10)

Core Multi-disciplinary Courses

(9 s.h. minimum; students may choose one specialization area or across the breadth of offerings)

Human Development and Cognition

- PSQF 6206 Advanced Child Development
- PSQF:6213 Advanced Lifespan Development
- PSQF 6275 Constructivism and the Design of Instruction

Media and Technology

- PSQF:6208 Digital Media and Learning (limited offering)
- PSQF:6211 Universal Design and Accessibility for Online Learning
- PSQF:6215 Online Instruction: Design and Facilitation

- PSQF:6216 Online Tools and Utilities

Learning in the Disciplines

EDTL:6833 History and Foundations of Social Studies Ed

Other TBA

- PSQF 6215 Online Teaching: Design and Facilitation,
Other
- PSQF 7331 Special Topics in Educational Psychology (topics vary, may be taken more than once if EP content and may be applied to a particular specialization area)

Required Research Methods and Statistics Courses

- PSQF 6220 Quantitative Educational Research Methods,
- PSQF 6243 Intermediate Statistical Methods
- PSFQ 7331 Qualitative Educational Research Methods,

One of the following:

- PSQF 6244 Correlation and Regression
- PSQF 6246 Design of Experiments
- PSQF 6247 Nonparametric Statistical Methods
- PSQF 6252 Introduction to Multivariate Statistical Methods

Minor Area Requirement

Students must complete a minimum of 12 s.h. that constitute a coherent program of course work outside educational psychology and beyond the courses listed above. The minor area may be from a foundation discipline, such as psychology, or in another area of education, such as mathematics education, educational philosophy, or program evaluation. Course work must be at or above the 6000-level and may span departments and colleges. At times, the advisor will be able to approve the coursework for this minor area. In other instances, the advisor will instruct the student to seek out a faculty member from the minor area to support course selection. Whatever the method of course selection, the minor area must be approved by the advisor.

Other Electives

Up to 6 s.h.; others may be included given consultation with advisor. These courses may be chosen to add to the students' research experiences, their college teaching skills, or to address a personal academic goal of the student.

College Teaching

- PSQF 6217 Seminar in College Teaching
- PSQF:7380 Practicum in College Teaching (variable credits)

Measurement and Evaluation

- PSQF 6245 Application of Multivariate Statistical Techniques
- PSQF 6257 Educational Measurement & Evaluation
- PSQF 6265 Program Evaluation

Research and Statistics

- EDTL 7072 Advanced Qualitative Data Analysis

- EDTL:7410 Mixed Methods Research

Independent Design Project

In our program, we consider that design is an important foundation for the development of a viable research project. We look at design as a tool to address a number of preliminary tasks that can lead to stronger and more successful research studies. In (roughly) your second year of study, you will complete a small design task of your choosing (register for PSQF:6299 Project/Portfolio/Internship for two semester hours). Choices for this project include continuing an instructional design completed in a prior course (e.g., PSQF:6205, PSQF:6214, or PSQF:6215) based on usability testing, designing and conducting usability testing of an element of an instructional intervention that will be useful in a later research project, piloting a small survey or questionnaire to address a particular need, or other projects of similar scope that you propose to your advisor.

Early Research Project

As part of their participation in PSQF:6230 Research in Educational Psychology, Ph.D. students are required to complete a research project of modest scope under the direction of a faculty member. They must present the work in both oral and written form to the program's faculty and students. The written report must be completed by the end of the student's second academic year in the program. Students may re-enroll in this course beyond their second year.

It is likely that even a small study, such as that required for this research project, will span more than one semester from conceptualization until final presentation and write up. Your advisor will be able to provide guidance on how to enroll for the required course credits (i.e., all in one semester or having the credits distributed across semesters). The purpose of this research project requirement is so that students are prepared to conduct their dissertation which will be much less scaffolded and largely independent. Given that goal, while students are able to complete this research project in collaboration with a faculty member or other students, the student must be considered the first author on the article that reports the study. Students who enter the Ph.D. program holding an M.A. or M.S. with an acceptable empirical thesis are exempt from PSQF:6230 and the project upon advisor approval.

Comprehensive Examination

The Ph.D. comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory. Students choose from three options in consultation with their advisor and with the approval of the examining committee, which is made up of five faculty members and is not necessarily the same as the dissertation committee. The options are a review article, an extended research activity, or a traditional comprehensive examination. The composition of the committee must meet particular Graduate College requirements and, therefore, must be selected in consultation with their advisor.

Major Tasks in the Ph.D. Program

While the overall goal of a Ph.D. student is to develop a program of research that will propel them to become a professional in the field, many students consider that the first tasks for their

degree are to take courses. That is, in fact, the case, with the caveat that taking these courses are to help you develop knowledge of constructs and processes that are the foundation for your program of research. During the first three years, students take the bulk of their formal coursework, choosing classes under the guidance of their advisor. Each semester, try to seek a balance in the types of classes that you take: design classes (i.e., larger projects as assignments), content depth classes (i.e., papers and perhaps exams as assignments), statistics classes (routine problem-solving assignments likely on a weekly basis). Within this time, decide on your minor area and complete that course work. Also, complete your design project and your early research project. These tasks will take about 3 years for a full-time student. During this time, it is important to meet with your advisor at least once a semester when registration time approaches to ensure that you are making appropriate academic progress.

Learning Sciences Research and Design Seminar

Students who are working on independent projects such as their design projects, their early research project, or their dissertation are encouraged to attend the bi-weekly LS Research and Design Seminar. You do not register for this seminar, but while you are working on those projects you will be enrolled in PSQF:6299 Project/Portfolio/Internship; PSQF 6230 Research in Educational Psychology; or PSQF 7493 Ph.D. Thesis in Educational Psychology. While your advisor will meet with you as needed and provide feedback as you plan, implement, and write about your project, meeting as a group allows you learn from your peers and develop a support network. Within any project there are often tasks that can be shared. We encourage our students to rely on one another to support usability testing, code data, pilot surveys, provide written feedback, etc. Be sure to pay attention to notices about the seminar at the beginning of each semester. We try to schedule the seminar so that it does not conflict with any courses that we offer in our program; therefore, the day/time may change from semester to semester.

Early Research Project

Your Early Research Project is a small-scale mentored research project. While your advisor or another faculty member will mentor you through the process, the bulk of the project work is the responsibility of the student. This description provides one example of the process. Your advisor may have other ways to support your work in the process.

To prepare for your research project, read the literature regarding your area of interest and potential study topic. All studies must stem from, and contribute to, the scholarly literature.

Although you will attend the LS Design and Research Seminar while working on your project, it will also be necessary to meet with your advisor at a mutually agreed upon time. Please come prepared to the meeting with ideas and questions about your study.

Work Plan

1. Create a prospectus for your study. This document will be a tool that you can use to further define your study and will provide an outline for the paper that will report your study. The two-page prospectus should include a clear statement of the questions to be addressed in the study with a bit of grounding to indicate from where your question(s) emerged (i.e., the *argument* through which you are making a claim that your study is important given literature from your field of study, the specific problem that your student

might shed light on), an outline of the design of the study, the research methods to be used, expected outcomes, and a discussion of the contribution of the study to your field of study. You should also include a timeline and a budget, if appropriate.

2. Once your advisor has approved your prospectus, obtain IRB approval, and conduct your study.
3. While implementing your study, continue to polish the background section for your article (i.e., expand on the background you had in your prospectus), which will provide an outline for the full background section.
4. After completion of your study, write a formal article that will be appropriate to submit for a conference presentation and/or publication. Your advisor will have the option of being second author on this study. Submit the article to your advisor for a number of rounds of feedback (it is typical that the first draft is never the final draft!).
5. You and other students who have completed their research projects will be invited to present their work before the EP / LS faculty and students. Information will be provided about the presentation format as that time comes nearer (typically week 14 of the semester), but a good way to find out what it will be like to present is to attend the research symposium each semester.
6. Submit the article for presentation and/or publication. Your advisor will work with you to find an appropriate outlet.

At some time during this process, you will need to register for PSQF:6230 Research in Educational Psychology (3 credits). Conducting a study takes more than a semester. One suggestion is to begin planning and implementing your study *before* you register for PSQF:6230. That way, you will be less likely to receive a course grade of “incomplete,” or if you do, you’ll have a better chance of removing it before it becomes an F (no worries though, it’s as easy to change an F to a Satisfactory as it is to change an Incomplete to a Satisfactory. However, the F does have implications for your GPA while it’s on your transcript). Talk with your advisor about when might be the best time to register for the course credit.

Ph.D. Comprehensive Examination

The Ph.D. comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory. It is typically completed in the last semester of the 3rd year or the first semester of the 4th year of study. Students choose from three options in consultation with their advisor and with the approval of the examining committee, which is made up of five faculty members and is not necessarily the same as the dissertation committee. The options are a review article, an extended research activity, or a traditional comprehensive examination. The traditional comprehensive examination in Educational Psychology is comprised of three sections.

Section 1 – general educational psychology and learning sciences for all Ph.D. students.

Goal: Provide doctoral student the opportunity to move their understanding of concepts and topics in educational psychology beyond that grounded in individual courses to a synthesis of understanding reflective of a professional early in the field. The student will demonstrate the ability to think psychologically about problems and issues relevant to education, learning, and instruction and support their responses by drawing on literature.

Content areas included are those that are foundational in required and core courses relevant to learning, cognition, instruction and the environments and tools that support those processes. The exam occurs in a 3-hour block. Students are not allowed to use materials during the exam. They are expected to cite relevant sources in their responses (author and year), but are not required to include a reference list.

Coursework that supports preparation:

- PSQF 6200 Educational Psychology
- PSQF 6203 Tools and External Representations in Learning Processes
- PSQF 6204 Foundations of the Learning Sciences
- PSQF 6205 Design of Instruction
- PSQF 6208 Digital Media and Learning
- PSQF 6214 Design of Learning Environments
- PSQF 6215 Online Instruction: Design & Facilitation
- PSQF 6275 Constructivism and the Design of Instruction
- PSQF 6281 Cognitive Theories of Learning

Additional readings that support preparation: see Appendix

Note: Students for whom there is considerable overlap between the content in section 1 and their student-specific area of expertise (see section 2) should consult with their advisor about how that overlap will be addressed. For example, students who have a specific focus on technology for section 2 may be advised that section 1 will not include questions specific to technology.

Section 2 – student-specific area within the fields of educational psychology and learning sciences.

Goal: Provide doctoral student the opportunity to further develop an area of expertise in the fields of educational psychology and learning sciences that will provide support for future dissertation work. The student's area of expertise is developed throughout the student's graduate career and is fine tuned in consultation with the student's advisor. The exam portion occurs in a 3-hour block. Students are not allowed to use materials during the exam. They are expected to cite relevant sources in their responses (author and year) but are not required to include a reference list.

In the semester prior the comprehensive examination, the student will develop a reading list of, at minimum, 15 to 20 articles representing the area of study. These articles should include those foundational to the topic, not be redundant with course readings, and should represent the current state of the topic. This list will be submitted to, and approved by, the student's advisor.

One month before the comprehensive examination, the student will submit a list of at least five comprehensive questions that point to key issues and important syntheses in the topic area. These questions will be submitted to the advisor and *may* provide the foundation for section 2 of the comprehensive exam.

Section 3 – Minor area

Goal: Provide doctoral student the opportunity to synthesize understanding of minor area of study that is outside the fields of educational psychology and learning sciences.

The exam occurs in a 3-hour block and parameters of the content are defined in conjunction with a faculty member in the minor area.

Timeline

1. At least one full semester prior to the semester in which you will take the examination:
 - Meet with advisor about comprehensive exam process and preparation.
 - Determine comprehensive exam committee. The committee must meet the following requirements:
 - a. At least five members
 - b. A chair or co-chair who is tenure track faculty in the EP / LS program
 - c. At least 2 members from the EP / LS faculty
 - d. At least 1 member who is from outside of the EP / LS faculty
 - e. A faculty member representing the minor area of study
 - f. A faculty member with expertise in the student's specialty area
 - g. At most 1 clinical professor, the other members must be tenure-track graduate school faculty.
 - Submit **section 2** readings list to advisor for feedback and approval.
2. One month prior to comprehensive examination
 - Submit **section 2** questions to advisor for feedback and approval
3. Week 1 of semester in which you take your exam:
 - Submit Ph.D. comp request and plan of study sheet
4. Week 3 or 4 (typically – this date is set by the graduate college)
 - Take your exams.
5. Following your exam
 - In consultation with your advisor, schedule a meeting of your comprehensive exam committee for the oral portion of your exam. It is the student's responsibility to schedule a room for the oral exam (typically S350 LC if the room is available).

Dissertation

The doctoral dissertation or thesis should not be considered a single event in your career as a graduate student. Rather, the dissertation provides an important juncture in the research trajectory of being a PhD graduate student, doctoral candidate, and educational professional. The following describes one such trajectory, including details about the dissertation. Consult with your advisor about the plan that you should follow.

Pilot study. Hopefully, as you worked on your coursework you conducted a study that can serve as a pilot study for your dissertation (i.e., your early research project). If not, you may need to “pilot” some elements of your dissertation study prior to defending your proposal. Conducting a pilot study allows you to start your research agenda as well as explore methods, issues, and instruments that may be of use in your dissertation. Your pilot study should stem from a variety of readings and the identification of a research question. A pilot study should be small. Although a pilot study may answer a question, it should also pose questions. Those questions can lead to your dissertation and further your research agenda.

Prospectus. The two-page prospectus should include a clear statement of the questions to be addressed in the study with a bit of grounding to indicate from where your question(s) emerged (i.e., the argument through which you are making a claim that your study is important given literature from your field of study), an outline of the design of the study, the research methods to be used, expected outcomes, and a discussion of the contribution of the study to your field of study. You should also include a timeline and a budget, if appropriate. If you have completed a pilot study, the prospectus will be fairly easy to write.

A prospectus should be short! Consider this, if you cannot write two clear pages about your proposed study, why would your dissertation chair and committee members want to read 40+ pages of unclear grounding and description about your study for your proposal?

The prospectus should play an important role in the selection of your dissertation committee. This document allows prospective members to decide whether to participate on the committee based on the area of focus and the integrity of the prospectus. In addition, it provides an avenue early in the development of your proposal for you to garner feedback and perceptions about your study that you can then incorporate into your proposal. This process can be as simple as contacting a prospective dissertation committee member by e-mail or in person, asking them if they would be willing to serve on your dissertation committee given _____ (why would your dissertation interest them or what expertise do they bring to the review of your work?), noting that you've attached (or handed them) a research prospectus—a brief plan of your study, asking them to let you know if they are interested in being on your committee, and also stating that you are interested in any feedback that they can provide as you further develop your proposal.

Proposal. The prospectus provides an outline for the dissertation proposal. The proposal is considerably more detailed, filling in gaps that may have been omitted in the brief prospectus. It should fully provide a rationale for the study that will be conducted and how it will be conducted. The proposal should contain the following elements: a statement of purpose, rationale, literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to theory and/or to practice. In a sense, the proposal serves as the backbone for your first three dissertation chapters. Remember, an approved proposal is your contract with your committee. You are stating that you will complete the research that you proposed. If you plan to deviate from that plan in any way, you need to make sure that it is with the approval of your dissertation chair.

Writing Your Dissertation. The dissertation provides an accounting of your research project. The length of dissertation will vary depending upon your question and your choice of methodology. Whatever topic or methodology is chosen the dissertation should provide a well-described summary of your process. The number of chapters in a dissertation may vary as well—largely due to the type of research methodology used. However, it is standard to include at least the following five chapters:

- Chapter 1: Introduction. This provides a brief overview of the dissertation and includes the purpose of the study, the theoretical framework, the statement of the problem, and often times definition of terms. You should explore other dissertations to see what types

of topics have been included; then decide what appropriate sections would be appropriate for your report.

- Chapter 2: Review of Literature. A careful writing of this chapter should lead the reader to the point where they say, “Wow, it sure is important that this study is being conducted. I can hardly wait to read what happens!” The literature review is not a disjointed rendering of isolated topics that relate to your dissertation question. It is a story. And in that story you describe the background that makes your study necessary. The main thread of the story is how you arrived at your current thinking about your dissertation topic, citing authors who would support your statements as you go. A good way to tackle this is to draw a diagram of the literature that leads to your question and identify (in a narrative kind of why) how one piece leads to the next in your view. Bottom line—chapter two is an argument for the need for your study.
- Chapter 3: Methodology. This chapter provides a detailed framework for conducting your study. Again, you want to cite references that would support pieces of your process. This methodology should be detailed enough that someone could replicate your study and should provide support for all of your methodological decisions, including choice of instruments/tools for the particular study you are conducting and the participants you will draw on.
- Chapter 4: Findings. This chapter is probably the most straightforward and the easiest to write. In fact, with a well-defined methodology and careful data collection and analysis, this chapter should almost write itself. In this chapter, be sure to align your findings with the question(s) that you posed in chapter 1. A good question or series of questions may provide an outline for this chapter.
- Chapter 5: Discussion and Conclusion. Here’s where you tie it all together. Include your personal perspectives that have evolved in this dissertation. Revisit your Chapter 2 in which you posed your problem in light of current literature. You need to weave your own study findings into that story. If particular items and issues led to the dissertation study, many times it is appropriate and necessary to revisit these items again in your discussion, but now from the perspective of the completed study. In your discussion you may also include limitations of your study (and it is also important to admit limitations upfront in your other chapters as are necessary) as well as the potential for future research following from the study. End with an informative conclusion that points out the positive of your study.

A good way to gain an understanding of the scope and depth of a dissertation is to read a few of them! One suggestion is to read at least five with an eye towards writing style, organization, scope, etc.

Three pieces of advice that have been passed down from advisors to one of our faculty members that may be helpful in thinking about your writing process:

1. Answer all of your committees’ questions before they have a chance to ask them. You do this by making sure that there is never a point in your dissertation where someone could ask you “why” or “what” or “how” and not find the answer soon after they posed the question.
2. Make each chapter complete enough that it could stand on its own. With this in mind, continually remind the reader of your study purpose. This will also help you keep each

chapter focused on the issue you are addressing without taking tangents. It is encouraged to copy and paste your purpose statement from chapter to chapter rather than trying to reword it each time you state it. Rewording can often add confusions because of you may slightly change the meaning. Consistency is a good thing.

3. Just tell the story. You do have a story to tell. You have a story that led up to the formulation of your question and you also lived a story as you conducted the research. That is the story you are to tell.

Defending Your Dissertation. The key element to remember in the oral defense of your dissertation is that you know your study better than anyone! It is your job to make clear what you have done and why the decisions you made along the way are viable. If you have done as your promised given the approved proposal, have informed your chair along the way of any snags and addressed those issues, and if your dissertation chair has fully read and supports your work, your dissertation defense can be viewed as an interesting critical discussion of your work by a group of informed and well-intentioned colleagues.

Dissemination. Realize that after completing your dissertation, your next task is to disseminate your findings. Immediately write at least one article stemming from the major findings of your dissertation. In addition, realize that your dissertation may actually contain a number of publishable articles. Get to work!

As you consider publication and presentation of your work, it is also important to think about the role that your dissertation chair, and perhaps other committee members, had in the development of the work and the writing and communication of the ideas. Generally, it is appropriate that your dissertation chair be an author on articles that are published from the dissertation work. Given this, your chair will continue in their involvement of that dissemination process, contributing in appropriate ways as the process continues. Given the importance of dissemination of research, if you are not interested in pursuing publication of an article from your dissertation or do not initiate the process within a year after your defense, your chair may take the lead in that process and could potentially be noted as first author. Be sure to have a conversation about your advisor about this early in your dissertation process and expectations and roles at various stages of the process.

To present the findings from your study, submit a proposal for a research presentation after the work has begun and is hopefully completed. The research proposal for a conference is not a proposal to do research, but a proposal to report completed, or nearly completed, research.

A presentation may last anywhere from 15 to 25 minutes. You may be asked to provide a paper to a moderator before the conference. Be prepared for questions from moderator and audience.

In a research presentation you will want to touch on the following areas:

- Introduction. Generate interest in your topic. What is the purpose of your study?
- Background. What is the grounding that led you to do this study. Align your allies. And highlight the need for this study.
- Question. State your question clearly.
- Methodology. How did you do what you did?

- Findings. What did you find out?
- Discussion and implications. Tell us again why this was important, particularly to the audience to which you are presenting.
- Conclusions.

Understanding Faculty

Whether you are an MA or a PhD student you will have to reach out to faculty from time to time. Here are some tips and ideas that might help you in that process.

- First, always remember that the faculty are here to support your academic efforts and want to see you succeed!
- Following from the first point, some days it might not feel like it! The role of the faculty is to help you improve your work, your thinking, and your professional skills so that you feel confident (and are competent) in whatever your endeavors are following your post-graduate training. You are here to learn. Feedback and being informed that something you worked very hard on is still not up to par will happen – and will happen often. Papers never really come back with an “excellent job” and no comments for improvement. It’s just the nature of graduate work. Please don’t take it personally (we are happy you are here) or think that you can’t succeed (we would specifically let you know if that was the case). We *have* decided that you have the skills to work hard and achieve your graduate degree. We wouldn’t have admitted you to the program if we thought otherwise!
- Feel free to drop into scheduled office hours of any faculty member. That’s what scheduled office hours are for. Sometimes there might be a line of students, that’s OK! It helps you to see that you are not the only one with questions!
- If office hours don’t work (or if they are by appointment), it’s totally fine to contact a professor by email to ask to schedule an appointment. It’s far less desirable to just knock on a door. Likely they are in the middle of something!
- When asking a professor for an appointment, suggest a few days and times that you could be available. Realize that if you say something like “Wednesday at 10:00” (for example), it’s likely they may have an appointment already. Suggest a few larger windows. Suggestions like “after class” might also work well.
- Our faculty have collectively seen (literally) thousands of emails from students. From those, we provide a few suggestions.
 - Provide a useful subject line (e.g., meet with you? dissertation committee request, etc.)
 - Start your email with Dear/Hi/Hello Dr./Professor So-and-So or Dear/Hi/Hello (first name) depending on how you have been invited to address the professor and what you are comfortable with. Be polite and professional (for example, “Hey” is really not an appropriate email greeting to a faculty member).
 - Take the time to write a complete email that includes all of your questions/concerns, etc. Faculty may receive hundreds of emails a day; having a string of emails from you as questions are asked because of incomplete information slows down responses to you and may increase the possibility that you won’t get your actually request addressed – as email continues to pile up, it slides off of the screen and is forgotten until the full list is scanned again.
 - Sometimes you’ll get a response right away, sometimes it might take a day or two depending on teaching and meeting schedules. If it gets to be 3-4 days, then reach out again. Sometimes we just forget.
- About committees (comps, dissertation, etc.)

- All committees are first approved by your advisor. It's fine to chat with a faculty member about upcoming events you have and say that you might reach out to them later about being on a committee, but be sure to talk with your advisor first before making the formal request. There are particular "rules" about committee make up that have to be adhered to and particular information that faculty like to be provided. Your advisor can help with all of that.
- If you need to schedule a meeting with a group of faculty, it seems that most students have the best success with using a polling tool (doodle, when2meet, etc.). The time frame should be a few weeks in the future and also present a few weeks of options. Here as well, it's useful to talk with your advisor beforehand so the choices can be narrowed down before sending out the options (sometimes we get polls that includes hundreds of options – yikes!). At times students have chosen a single date and time, contacted the committee, and then been surprised that all of the committee will not be available at that time.
- Some faculty have their schedules on Outlook and students may have access to that. We advise against using this unless the faculty has invited you to do so. Oftentimes, the schedule is not up to date and may not include their dedicated work times.
- To be honest, when people who are not in academia find out that faculty may teach only one or two classes a semester, they are surprised and often assume that it's an easy job with lots of spare time. That's not actually the case! Some information about faculty appointments that might be of interest to you . . .
 - Most faculty have their work efforts allocated as percentages (for example, 40% scholarship, 20% service, 40% teaching). These percentages can vary from person to person, and for a particular person from semester to semester or year to year.
 - Scholarship includes their research (and perhaps your research if it's something that you are collaborating on that will lead to publications as co-authors) and grant writing.
 - Teaching includes teaching classes, class preparation, grading, advising, office hours, comprehensive exams, masters projects/portfolio feedback, dissertation support, etc.
 - Service is broadly defined and includes a variety of contexts – service to the department, the college, the university, and the field. This includes running programs, taking care of program admissions, program and department meetings, reviewing faculty, reviewing journal manuscripts and conference proposals, service on the university faculty senate and other university and college committees, or serving on national committees! The variety is great.
 - Faculty appointments will vary. Most are "8-month appointments" – meaning the academic year – minus winter break, for example. Faculty who work in the summer may have 12-month appointments, are compensated for particular tasks such as teaching a class, working on their research, working on a collaborative projects with other faculty, or doing administrative work. During this time, know that faculty (whether they are working during the summer or not) may be happy to hear from you, but their time for extensive work and feedback may be limited. This points to the important task for you to be proactive prior to breaks to make sure you have direction for the work you will accomplish during the break. Faculty realize that breaks from classes are good times for you to work on your independent projects and want to position you to be successful!
- Finally, after all of that, it's important to go back and read the first point!

Research and Research Opportunities

Collaborating with Faculty

Many of our faculty have current research projects that students are able to work on and gain research experience. At times there are paid assistantships, other times the student is volunteering. If you are a volunteer, remember that you are making a commitment to work on the project and need to be honest about the amount of time that you will have to allocate to the project. If you have an assistantship, the requirement is that you work a certain amount of hours on a weekly basis unless otherwise arranged with the supervising faculty. Work during this time can include attending research meetings, as well as any other stages of the research project. You may be asked to log your hours, note the tasks that you have completed, and submit this information to the supervising faculty. Whether paid or volunteer, be sure to come prepared to meetings, having completed tasks that you said you would do. Although it seems like there is no timeline for completing a research study, faculty positions at the university depend on faculty completing research and having their findings accepted for publication.

Depending on the type of contribution you make on a particular project you may be listed as a co-author on the research. We follow the ethical guidelines set out by the *American Educational Research Association* and the *American Psychological Association* regarding authorship. Having a conversation with the faculty member about publication and presentation authorship should take place early in the project.

Bi-annual Educational Psychology and Learning Sciences Research Symposium

Each fall and spring semester, typically of the Friday of week 14, our program hosts a research symposium. This symposium provides a venue for our students and faculty to present their latest research. It also provides a practice field for presenting research that will be presented at a conference, providing students an opportunity for feedback from their peers and the faculty. Students are required to present their second-year project studies at the symposium. Students who have completed their dissertation are encouraged to share their findings at the symposium as well. In 2021 we hope to add a design poster session to this event as well!

Human Subjects Approval

No research involving human subjects can proceed without the approval of the appropriate University of Iowa Institutional Review Board (IRB). This applies to research conducted both on and off campus or in collaboration with researchers from elsewhere in the University. The Human Subjects Office provides frequent training sessions on the conducting research with human subjects. All individuals at the university who are working with human subjects must complete the CITI training (<https://hso.research.uiowa.edu/certifications-human-subjects-protections-citi>) and complete an annual conflict of interest disclosure (<https://hso.research.uiowa.edu/c-ecoi-disclosure-requirements-prior-submission>). Information on human subjects' approval is available at <http://research.uiowa.edu/hso/>. All research conducted by students must be supervised by a University of Iowa faculty and the faculty member is listed on any IRB submitted by students. In addition to these requirements, beginning fall of 2021, student PIs on research projects (so a student is the lead on the project) must complete specific training for study PIs. The training requirement includes a two-part training on the HawkIRB New Project Form, a three-hour requirement. Students can attend the

live/Zoom trainings **OR** view recorded trainings. A third HawkIRB training (Forms Submitted After IRB Approval) is not mandatory, but students are strongly encouraged to attend or view the recording.

Funding for Your Research

While it is possible to conduct research without spending a dime, the College of Education provides a research grant opportunity for students who are conducting research. The *Graduate Student Research Award* covers the various costs incurred by graduate students in the design and conduction of research. These funds may be used for research-related costs, including poster printing, preparation of questionnaires, or surveys, examining archival records, transcription, payment of subjects, travel for the purpose of collecting data, and similar items. Funds may not be used to support the purchase of books, laptop computers, or software except where that software is not available through College computer labs or the University virtual desktop system. Support for the Graduate Student Research Award comes from the Graduate Student Enhancement Fund, supported by the College of Education Tuition Supplement. The maximum annual award in a single fiscal year (July 1 – June 30) is \$500.

<https://www2.education.uiowa.edu/forms/award/Login.aspx?ReturnUrl=%2fforms%2faward%2fResearch.aspx>

There are also grants available through the Graduate and Professional Student Government. These research grants are competitive, but we have had students successfully attain them in the past. <https://gpsg.uiowa.edu/grants-for-students>

The Graduate College as has a competitive opportunity for research funding for graduate students. <https://grad.uiowa.edu/funding/fellowships/research-grants-arts-humanities-social-sciences>. Please read the information carefully, as receiving one grant might mean that you cannot receive a different grant at the same time (i.e., GPSG grant).

Teaching

Undergraduate Teaching

Our program is responsible for teaching PSQF:1075 *Educational Psychology and Measurement*, a course that is required by the state of Iowa for anyone who will eventually seek K-12 teaching licensure. Each semester we offer a number of sections of the course, some taught by faculty and others taught by our teaching assistants (TAs). Typically, applications are sought in the spring semester for positions the following year.

The TA will have sole responsibility for his/her section(s), which will enroll approximately 45 students. This includes all of the responsibilities of an instructor. TAs may be offered a half- or quarter-time position. A half-time position includes, on average, 20 hours of work per week including teaching two sections of the course. A quarter-time position includes, on average, 10 hours of work per week, including teaching one section of the course.

Prior to being hired as a TA for PSQF:1075, potential applicants are required to enroll for one semester in PSQF:7380 *Practicum in College Teaching* and work with one of the faculty PSQF:1075 instructors. Early in the semester, you will primarily observe and meet with the professor with any questions you have regarding the teaching of the course. You will eventually be the lead teacher with the professor observing your teaching and providing you with areas of strength and suggestions for improvement. Exposure to all aspects of teaching will occur during the practicum. The expectation in the practicum is that the student actively engages in course observation—seeking examples of best practices, understanding the rationale for particular strategies and techniques, and developing pedagogical content knowledge (i.e., how this particular content may be effectively taught). While the practicum student may be familiar with the content prior to the practicum semester, taking new eyes to the content from the perspective of an instructor, the perspective of the student-learner who may have limited prior knowledge, and the interplay between those perspectives, is valuable. A successful practicum student will take a thoughtful eye to the learning environment during their observation, developing questions, hypotheses, and plausible explanations for the learning and instruction they see taking place. They will make a point to discuss these ideas with the course instructor so to develop their own pedagogical content knowledge regarding the successful teaching of content related to educational psychology. The unsuccessful practicum student will seem uninterested in what is taking place in the classroom, perhaps because they feel they know the content or already know how to teach, and may be busy checking email or doing other personal tasks. These types of behaviors will not result in a positive recommendation for a teaching assistantship.

As part of the assistantship for PSQF:1075, the TA is required to engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. While the requirement is called the “40-hour” requirement, the TAs individual requirement is, on average, 4 hours per semester. It is up to the TA to schedule this time and document it.

Qualifications for the position include:

- Successful completion of PSQF:7380, *Practicum in College Teaching*, with one of the faculty PSQF:1075 instructors as supervisor, and received a favorable evaluation from their PSQF:7380 supervisor;
- effective verbal and written communication skills in the English language, and passed the SPEAK test if the student speaks English as a second language; and
- relevant psychology coursework as a graduate or undergraduate student. Previous teaching experience is desirable, as well as completion of PSQF:6217, Seminar in College Teaching.
- K-12 teaching experience is highly desirable.

Application materials, submitted in the spring semester to the EP / LS program coordinator, include electronic copies of a statement of interest and qualifications, vita/resume, and graduate and undergraduate transcripts (they can be unofficial versions). Students with previous teaching experience, in this or other courses, should also submit course evaluations.

TA Expectations

PSQF:1075 *Educational Psychology and Measurement* is a foundational course for pre-service teachers, which they are able to take before they are enrolled in the Teacher Education Program. The course is also taken to fulfill a requirement in several other programs across the university. The instructors of the course have an important role in educating those who are interested in becoming teachers and our instructors are expected to adhere to high professional standards. These expectations provide a foundation for guiding your professional development as a future professor or college instructor.

Paid quarter-time assistantships require a *minimum* of 10 hours of work per week. Work during these hours includes developing teaching plans and materials for the course, reviewing readings and other materials to further develop expertise, teaching the course, meeting with students, preparing assessments, and grading student work and providing feedback. In our experience, first-time TAs work more than 10 hrs/wk. While the extensive responsibility for all these course activities may provide some challenges, the tradeoff is that the TAs of PSQF:1075 are given a great deal of autonomy over their courses. In addition, when you apply for a job you will be able to state that you were an instructor for a course, rather than supporting a faculty member.

Teaching this course needs to be a priority in your schedule as a graduate student. Schedule a minimum of 10 hours per week where you will actively work on your course. This includes time for the above-mentioned tasks. These hours should be during what might be considered routine working hours (weekday daytime hours and perhaps a few evening hours). Please share your work schedule with the course supervisor. You are provided an office space for this work. Include in the 10 hours at least 3 hours per week that are designated as office hours.

If you teach an online section, be sure to dedicate at least 3 hours (the equivalent of a face-to-face class) of your 10 hours to working as an online facilitator of the activities you have provided. Read students' postings/online activities, reflect on them, and post informative responses and feedback. Research indicates that it takes more time to teach a quality online course than a face-to-face course.

Be prepared for class. Make sure class materials are well developed and that you have the expertise you need to address questions in the class and to share information as needed.

Arrive at your classroom before the starting class time. All materials should be ready to go prior to the start of the class session.

Dress and behavior should be professional. When in doubt, business casual is a good choice. Please also refer to the dress guidelines that pre-service teachers must adhere to when in school systems. Clothes should be tidy and fit appropriately and you should be well-groomed. Of course, your personality can show through, but the old adage, “dress for the job you want” or “dress for success” should prevail. You should treat the students respectfully and behave in a way that engenders respect from the students. You may feel like a student yourself, but in the eyes of the undergraduate you are a professor – behave accordingly.

Become familiar with the CLAS requirements for grade distributions (<http://clas.uiowa.edu/faculty/teaching-policies-resources-grading-system-and-distribution>). Consider that there should be very few A+s and that the grades should reflect the students’ abilities. If you have questions about grades, please visit with the course supervisor. Be wary of padding students’ grades with many “free” points. The numbers of students receiving Ds and Fs should be limited. Students who are in danger of receiving these grades deserve your attention and follow up. These grades typically reflect students who are not turning in work or not showing up for class.

You will record student grades in MAUI at the end of the semester. Although there is an “Upload to MAUI” feature in ICON, oftentimes the most reliable process is to hand enter your grades into MAUI (and double check and recheck your entries). If you happen to use the upload feature, double check that the grades uploaded properly and align with the grade that you have determined the student will receive. When posting final grades take great care in ensuring that everything is correct before submitting to the PSQF DEO.

Provide timely feedback to students, whether on e-mail questions, papers, exams, etc. For example, e-mail should typically be answered within 24 hours (except weekends), small assignments should be graded within about three days, and exams and papers should be graded within a week. Be responsive to your students in terms of time and addressing their questions and concerns—without them, you do not have a job!

Conduct a mid-semester evaluation. You may do this via a formal survey or open-ended questions, but the evaluation must allow students to be anonymous. Your evaluation should include questions about current strengths and weaknesses of the instruction, your role in the class, concerns they may have, and prompts for what may help them to be more successful in the class. Share your results from the mid-semester evaluation with the course supervisor.

Teaching evaluations – throughout the semester the course supervisor will visit your class to provide feedback about your teaching. These observations may be announced or unannounced. You may also request an evaluation of your class for a particular class session and the supervisor or another faculty member will try to accommodate this request. The most useful teaching

evaluations are informed by the teacher, thus sharing ideas about what you would like feedback with the course supervisor can help you work toward improving your teaching practice.

As part of your assistantship for PSQF:1075, you are required to engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. While the requirement is called the “40-hour” requirement, your individual requirement is, on average, 4 hours per semester. It is up to you to schedule this time and document it. You will find a place in your personal APR to record this information. If you do not have access to this choice in your APR, please contact the EP / LS program coordinator.

If you have concerns about your course or about particular students in the course, please contact the course supervisor for help. Problems that go unaddressed can escalate and affect the learning environment for all of the students.

Professional Appearance for Field Experience

Make sure your appearance reinforces your image as a professional at work.

(Gill, V., *The Ten Commandments of Professionalism for Teachers: Wisdom from a Veteran Teacher*, Thousand Oaks, CA: Corwin Press, 2005)

Suggestions for professional appearance based on comments received from building administrators and cooperating teachers:

- Dress neatly; clean, not too wrinkled, and not too tight
- Never sexy or provocative
- No spaghetti straps or low cut tops
- Tattoos covered
- No visible pierced areas except ears
- No midriff showing (either front or back)
- No caps or head covering (unless for medical or religious reasons)
- No gum
- No underwear showing
- No flip flops
- Males' shirts tucked in and beards trimmed or clean shaven
- No blue jeans (unless during a school sanctioned "casual day")
- No eating or drinking in room when students are not permitted to eat or drink

Ongoing Involvement in PreK-12 Schools

In accordance with Chapter 79 of the Iowa Code, effective January 14, 2015, all faculty members involved in teacher preparation must engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. These activities will include at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years (<https://www.legis.iowa.gov/docs/ACO/IAC/LINC/12-10-2014.Rule.281.79.12.pdf>). This requirement applies to all those who are involved with instructing, guiding, or providing feedback to teacher candidates regarding the teaching and learning process, including adjunct faculty and field work supervisors (practicum and student teaching). The College of Education is required to maintain a record of the professional

activities of all faculty, adjuncts, and graduate assistants involved in the Teacher Education Program to demonstrate the fulfillment of this requirement.

Evaluation of Student Progress

At the end of the spring semester, or soon after, the faculty of the Educational Psychology / Learning Sciences program meet to discuss student progress. When reviewing your academic progress, they will consider coursework, final portfolios/projects, research assistantships, second-year project, comprehensive exam, and dissertation work, as appropriate for the student's degree program and year in program. Following this meeting, the student's advisor will send a letter to the student reporting the results of the review.

Letters may note the following evaluation results:

1. The student is making Satisfactory progress through the program: the student has completed the normal requirements for that year and is achieving at a satisfactory level in coursework and other academic activities.
2. The student's progress is Unsatisfactory: the student has not completed the normal requirements for the year or is not achieving at a desired level in coursework and academic activities. Students who receive an Unsatisfactory rating are sent a letter indicating the criteria for achievement of satisfactory progress (e.g., tasks to be achieved) and a time line for completion. These students may be reviewed again at the next mid-year or earlier, as specified in the faculty letter. Failure to attain satisfactory progress within the stated time period may move the faculty to take special action as the student approaches probationary status. Such actions include, but are not limited to, reducing the course load and/or being removed for assistantships. Students who received Unsatisfactory ratings for two consecutive years are automatically placed on probation.
3. The student is on formal Probation. A student may be put on probation by the Graduate College if his or her grade point average falls below the necessary minimum. A student will also be put on probation by the Educational Psychology / Learning Sciences faculty if receiving a designation of Unsatisfactory progress for two successive years. When a student is put on probation, this rating is accompanied by a letter to the student that clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period. If the end of the probationary period does not coincide with an annual review meeting, the faculty will review the student at the first regularly scheduled faculty meeting after the close of the probationary period. At this meeting, the advisor, with the student if the student so chooses, will present the degree to which the student has fulfilled the stipulations. In the student's absence, if the student has met with the faculty, the faculty will decide, by majority vote, either (a) to remove the student from probationary status, (b) to extend the probationary period, or (c) to terminate the student from the program. A student may receive only one extension of the probationary period.

A student, for reasons which are both extremely serious and unusual in nature (e.g., serious violation of ethical codes), may be terminated from the program without a probationary period. In this case, the faculty would hold a formal review of the student prior to the termination action and would follow the guidelines presented by the *Manual of Rules and Regulations of the Graduate College*.

Supplementary review procedures

Prior to registering each semester, each student will meet with his or her advisor to discuss the student's progress for the prior semester and plans for the upcoming semester. After that discussion, the advisor will authorize the student to register for the following semester.

Academic Portfolio of Progress

Beginning fall 2021, a document will be created and shared with each individual student in the EP / LS program. This document will serve as a form for tracking academic progress, as well as an opportunity for students to reflect on their professional goals. This document will be reviewed by the faculty during the student academic review period. As this is a new endeavor for the fall of 2021, stay tuned for further information as it is developed and evolves.

Student Complaint Procedures and University Policies/Statements

These procedures apply to complaints concerning faculty, staff, or policies in the College of Education, the Graduate College, and the University of Iowa. In all cases, the goal is the resolution of problems. Problems usually result from a lack of communication. Please refer to the following website (<https://education.uiowa.edu/services/office-dean/policies/student-complaint-procedure>) for the latest information registering a complaint. The following website may also be useful.

- College policy on student academic misconduct (plagiarism and cheating). See [Policy on Student Academic Misconduct](#)
- Statement on accommodations for students with disabilities. See [July memo from Provost's Office regarding academic accommodations for students with disabilities](#), and [Assisting Students with Disabilities: A Guide for Instructors](#)
- [University Policy on Sexual Harassment](#)

Free Speech and Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit the [Free Speech at Iowa website](#) for more information on the university's policies on free speech and academic freedom.

Accommodations for Students with Disabilities

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

Absences for Religious Holy Days

The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Operations Manual 8.2 Absences for Religious Holy Days](#) for additional information.

Classroom Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). While students have the right to

express themselves and participate freely in class, it is expected that students will behave with the same level of courtesy and respect in the virtual class setting (whether asynchronous or synchronous) as they would in an in-person classroom. Failure to follow behavior expectations as outlined in the [Code of Student Life](#) may be addressed by the instructor and may also result in discipline under the [Code of Student Life](#) policies governing E.5 Disruptive Behavior or E.6 Failure to Comply with University Directive.

Non-Discrimination Statement

The University of Iowa prohibits discrimination and harassment on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives a person of consideration as an individual (<https://opsmanual.uiowa.edu/community-policies/human-rights>). For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>, or 319-335-0705, or diversity@uiowa.edu). Students may share their pronouns and chosen/preferred names in MyUI, which is accessible to instructors and advisors.

Sexual Harassment /Sexual Misconduct and Supportive Measures

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the [Title IX and Gender Equity Office](#) or to the [Department of Public Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by [contacting the Title IX and Gender Equity Office](#). Information about confidential resources can be found [here](#). Watch the [video](#) for an explanation of these resources.

Mental Health

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at <http://counseling.uiowa.edu>. Find out more about UI mental health services at: <http://mentalhealth.uiowa.edu>.

Basic Needs and Support for Students

Student Care & Assistance provides assistance to University of Iowa students experiencing a variety of crisis and emergency situations, including but not limited to medical issues, family emergencies, unexpected challenges, and sourcing basic needs such as food and shelter. More information on the resources related to basic needs can be found at: <https://basicneeds.uiowa.edu/resources/>. Students are encouraged to contact Student Care & Assistance in the Office of the Dean of Students (Room 135 IMU, dos-assistance@uiowa.edu or 319-335-1162) for support and assistance with resources.

Financial Assistance

The faculty of the Educational Psychology / Learning Sciences program strive to provide financial aid to as many students as possible. The major sources of funding are teaching and research assistantships. In addition, students frequently obtain professionally-relevant employment in the Iowa City area. We encourage all students to consult with their advisors prior to taking employment. In general, financial aid in the form of teaching and research assistantships is available to students for no more than two years of work toward an M.A. degree and for no more than four years of work toward a Ph.D. degree. General information about financial aid for graduate students may be found at the [UI Graduate Admissions' website](#).

Research and Teaching Assistantships

Each year, the program is able to support a number of students as research and teaching assistants. In general, research assistants are supported with funds that faculty members obtain through external grants and contracts. Thus, the number of research assistantships available fluctuates from year to year. Generally, the students appointed to these assistantships have been in the program long enough to acquire the skills that enable them to contribute to the research program. The duties of teaching assistants range from grading to taking full responsibility (with appropriate supervision and support) for teaching a section of a course. Again, first-year students rarely have the skills and background necessary for appointment as teaching assistants. Students are encouraged, through coursework and other experiences, to gain research and teaching skills that will make them eligible for appointment to these assistantships. In most years, some research assistantship or fellowship funds are available especially to support first-year Ph.D. students.

Assistantships for a 25% time or greater appointment qualify the student assistant for in-state resident tuition, which is substantially lower than out-of-state tuition. Compensation for student assistants also includes a health-care plan and, in some cases for students with children under 24 months of age, a modest contribution toward child-care costs.

Special Graduate Assistantships

SGAs are open to graduate students pursuing an advanced degree offered by the College of Education. These assistantships are half-time appointments (i.e., 20 hours). During the assistantship, students pursue both individual and collaborative research projects with a faculty advisor. Summer support is not available through this program. The application must be filed on a special form obtained from:

The Chair of the Selection Committee
334 Lindquist Center, The University of Iowa
Iowa City IA 52242-1529
Tel: 339/335-6010

The **deadline** for completed applications is usually in February. Students should file these applications at the time they apply for admission to the program.

Fellowships

Several Fellowships are available in addition to these assistantships. These include Graduate College Iowa Recruitment. The University of Iowa Fellowship involves a five-year waiver of tuition, plus a stipend. The faculty will review your materials when complete and will forward to you the necessary forms to enable you to apply to either of these fellowships for which you may be qualified.

Support for Travel to Conferences

Ph.D. students in the Educational Psychology / Learning Sciences program are encouraged to submit completed research for presentation at a conference. If a paper is accepted, the student will incur the costs of the conference including travel to and from, conference registration, housing, and per diem. There are a number of opportunities available for securing funding for conferences.

Each spring, as long as funds are provided through the department, the Educational Psychology / Learning Sciences program will provide travel funds for students who have presented at a conference, or are accepted to and plan to attend, during each fiscal year. Information for this travel award must be provided at the time it is required by the program coordinator. Amounts of funding vary from year to year.

Within the College of Education, the Audrey Qualls Travel Award and the Office of the Dean Graduate Student Travel Award provide opportunities for travel funding:

<https://education.uiowa.edu/services/grants-and-research-services-center-grsc/student-funding-opportunities>.

In addition, the Graduate College and the Graduate Student Senate provide opportunities to apply for support for presenting at conferences: <https://gss.grad.uiowa.edu/funding/gss-travel-funds>.

Other Resources and Useful Information

Graduate student support guide through ISLS. <https://www.isls.org/graduate-student-support-guide/completing-a-phd>

University of Iowa library resources. <https://guides.lib.uiowa.edu/edgrad/welcome>

Free download of *How People Learn* (recommended reading prior to your first semester in the program). <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>

APA writing style (7th edition) from the Purdue OWL (Online Writing Lab):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Editing services through the University of Iowa Design Center (dissertation fee is \$50/hour).
<https://designcenter.uiowa.edu/editing-services>

University of Iowa Graduate College supports. <https://grad.uiowa.edu/grad-success-appointments>

Professional Organizations and Conferences

American Educational Research Association (AERA) <https://www.aera.net/>

Student dues: Any graduate student may be granted graduate student member status with the endorsement of a voting member who is a faculty member at the student's university.

Graduate students who are employed full time are not eligible. Graduate student membership is limited to 7 years. \$65/calendar year.

Journals included: AERA publishes seven highly respected, peer-reviewed journals that feature the field's leading research, including:

- *AERA Open*
- *American Educational Research Journal*
- *Educational Researcher*
- *Review of Educational Research*
- *Educational Evaluation and Policy Analysis*
- *Journal of Educational and Behavioral Statistics*
- *Review of Research in Education*

International Society of the Learning Sciences (ISLS) <https://www.isls.org/>

Student dues: \$60/year

Journals included: *the Journal of the Learning Sciences (JLS)*, and *the International Journal of Computer Support for Collaborative Learning (ijCSCL)*

American Educational Communications and Technology (AECT) <https://aect.site-ym.com/>

Student dues:

Student Membership (Includes a one-year subscription to TechTrends): \$83.00/yr USD

Student Comprehensive Membership (Includes a one-year subscription to TechTrends & ETRD): \$128.00/yr USD

Journals included: The association produces two bimonthly journals:

- *Educational Technology Research*
- *Development and TechTrends*

American Psychological Association (APA) – Division 15 – Educational Psychology (Note: you can join a division without joining APA) <https://apadiv15.org/>

Student dues: \$15/year

Journals included: *Educational Psychologist* (quarterly)

Conferences

American Educational Research Association (AERA) Annual Conference

<http://www.aera.net/Events-Meetings/Annual-Meeting>

The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

Time: typically held in April of each year

Proposal deadline: typically due mid-July of each year

National Council on Measurement in Education (NCME) Annual Conference (held concurrently with AERA) <http://www.ncme.org/ncme/conference>

The National Council on Measurement in Education (NCME) is a professional organization for individuals involved in assessment, evaluation, testing, and other aspects of educational measurement. During the past 20 years, the NCME membership has become more diverse, broadening the scope of the organization's vision. Service to communities and ensuring that assessment is fair and equitable for all students have become essential elements of NCME's mission and purposes.

Time: typically held in April of each year

Proposal deadline: typically due early August of each year

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (held concurrently with AERA) <http://www.caerda.org>

The Chinese American Educational Research and Development Association (CAERDA) was founded on September 28, 1992 to promote excellence in education for all students, particularly among Chinese and Chinese Americans. CAERDA, a non-profit, non-political, international organization, emphasizes and pursues educational research and development

Time: typically held in April of each year

Proposal deadline: typically due November or December of each year

Mid-Western Educational Research Association (MWERA) Annual Conference

<https://www.mwera.org/>

The mission of the Mid-Western Educational Research Association is threefold: 1) to disseminate educational research conducted in the central states and provinces of North America; 2) to promote a collegial research culture in the region; and 3) to provide a forum for mentoring the research skills of graduate students and junior faculty members.

Time: typically held in late October of each year

Proposal deadline: typically due May or June of each year

The International Conference of the Learning Sciences (ICLS) (held bi-annually, alternates with CSCL) <https://www.isls.org/conferences/icls>

The International Conference of the Learning Sciences (ICLS), first held in 1992 and held bi-annually since 1996, hosts keynotes, symposia, workshops, panels, submitted paper sessions, poster sessions, and demos covering timely and important issues and reporting research findings across the entire field of the learning sciences. Each conference has had invited keynotes and sessions centered on timely themes. Visit the links to past conferences to discover each conference's focus.

Time: typically held in late June of every other year

Proposal deadline: typically due late November of each year for papers, posters, and symposia

The International Conference on Computer-Supported Collaborative Learning (CSCL) (held bi-annually, alternates with ICLS) <https://www.isls.org/conferences/cscl>

The International Conference on Computer-Supported Collaborative Learning (CSCL), held bi-annually since 1995, focuses on issues related to learning through collaboration and promoting productive collaborative discourse with the help of the computer and other communications technologies. Each conference has included keynotes, symposia, workshops, panels, submitted papers, posters, and demos covering timely and important issues of interest and research findings important to the CSCL community.

Time: typically held in mid-June every other year

Proposal deadline: typically due mid-November of each year for papers, posters, and symposia

Digital Media and Learning (DML) Conference (held annually)
<https://dmlhub.net/conference/>

DML is a 2-day conference, featuring experts on cutting edge learning practice and design with a focus on access, engagement, and equity for all young people.

Time: typically held in early October of each year

Proposal deadline: typically due early May of each year

Foundations of Digital Games (FDG) Conference (held annually)
<http://www.foundationsofdigitalgames.org/>

The Foundations of Digital Games conference series seeks to promote the exchange of information concerning the scientific foundations of digital games, technology used to develop digital games, and the study of digital games and their design, broadly construed.

Time: typically held in August of each year

Proposal deadlines: very flexible across years

Association for Educational Communications and Technology (AECT) Conference (held annually) <http://members.aect.org/events/call/>

The Association for Educational Communications and Technology (AECT) is an international organization that values diversity of thought, culture and people whose activities are directed toward improving learning. AECT has become a major organization for those actively involved in instructional design and the development of a systematic approach to learning. It provides an international forum for the dissemination and exchange of ideas among its members and target audiences; it is the national and international advocate for the improvement of instruction; and it is the most widely recognized source of information concerning a wide range of instructional and educational technology.

Time: typically held in October or November of each year

Proposal deadline: typically due January or February of each year

Local/Regional Conferences

Martin Luther King, Jr. Diversity Research Symposium – organized by College of Education Diversity Committee <https://education.uiowa.edu/events/2019-dr-martin-luther-king-jr-research-symposium>

The purpose of the annual Dr. Martin Luther King, Jr. Research Symposium is to showcase graduate and undergraduate research projects (at all stages) related to diversity. Posters highlighting issues of diversity are encouraged including (but not limited to): race, citizenship status, religion, age, ability and disability, veteran status, sexual orientation, gender identity, mental illness, class and socioeconomic status, and special populations in education.

Time: typically held in early February of each year

Proposal deadline: typically due in late Fall of each year

Place: Lindquist Center, UI

Jakobsen Conference - organized by the Graduate Student Senate (held annually) <https://gss.grad.uiowa.edu/jakobsen-conference>

The James F. Jakobsen Graduate Conference is an event unique to the University of Iowa. It provides a well-attended public forum for oral and poster presentations.

Time: typically held in early spring of each year

Proposal deadline:

Place: the Iowa Memorial Union (2018 & 2017)

Iowa Educational Research and Evaluation Association (IEREA) (held annually) <https://sites.google.com/site/iereaorg/>

This conference brings faculty and students from higher education together with education practitioners from the state, AEAs, and LEAs, to share current research and engage in meaningful dialog around innovative educational practice.

Time: typically held in December of each year

Proposal deadline: typically due in early October of each year

Place: ACT Campus, Iowa City (2017), ACT Ferguson Conference Center, Iowa City (2016)

Appendix

Reading List

Educational Psychology Ph.D. Comprehensive Exam

December 2016 NOTE: This list will be revised during the 2021-2022 academic year and will be the approved list for those who matriculate during that year. Stay Tuned!!!

The following list of readings is organized by key topics. Within each topic there are a number of readings that may be useful in developing your understanding of the topic area. Of course, other readings could be used as well. Remember that in answering an examination question, you should (generally) be able to point to researchers and theorists who would support your views.

Cognition and learning

- Campione, J. C., Brown, A. L., & Connell, M. L. (1988). Metacognition: On the importance of understanding what you are doing. In C. Randall I. & E. A. Silver (eds.), *The teaching and assessing of mathematical problem solving, Vol. 3. Research agenda for mathematics education* (pp. 93-114). Hillsdale, NJ, England; Reston, VA, US: Lawrence Erlbaum Associates, Inc; National Council of Teachers of Mathematics.
- Chi, M., & Glaser, R. (1985). Problem-Solving Ability. In R. Sternberg (Ed.), *Human Abilities: An information-processing approach* (pp. 227–257). San Francisco, CA: W. H. Freeman & Co.
- Greeno, J. G., Collins, A., & Resnick, L. (1996). Cognition and learning. In D. Berliner & R. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 15-46). New York: Simon and Schuster Macmillan.
- Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144.
- Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4-13.
- Sweller, J. (2011) Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37-76. DOI 10.1016/B978-0-12-387691-1.X0001-4.

Transfer of learning

- Bransford, J. D., & Schwartz, D. L. (1999). Rethinking transfer: A simple proposal with multiple implications. *Review of Research in Education*, 24, 61-100.
- Marton, F. (2006). Same and difference in transfer. *Journal of the Learning Sciences*, 15(4), 499-535.

Situated cognition/Communities of practice/Identity

- Anderson, J., Reder, L., & Simon, H. (1996). Situated Learning and Education. *Educational Researcher*, 25(4), 5-11.
- Arnseth, H. C. (2008). Activity theory and situated learning theory: Contrasting views of educational practice. In *Pedagogy, Culture & Society*, 16(3), 289-302.
- Barab, S. A., & Duffy, T. D. (2000). From practice fields to communities of practice. In D. Jonassen, & S. M. Land (eds.). *Theoretical foundations of learning environments* (pp. 25-56). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1) (pp. 32-42).

- Gee, J.P. (2000) Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, 25, 99-125.
- Greeno, J. G. (1997). On claims that answer the wrong questions. *Educational Researcher*, 26(1), 5-17.
- Lave, J. (1991). Situating learning in communities of practice. In L. Resnick, J. M. Levine, & S. D. Teasley (Eds.) *Perspectives on Socially Shared Cognition*, (pp. 63–82). Washington, D.C.: American Psychological Association.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation* (pp. 47-87). New York, NY: Cambridge University Press.

Socio-cultural views of learning (including Vygotsky)

- Goncu & Gauvain. (2012) Sociocultural Approaches to Educational Psychology: Theory, Research, and Application. *APA Educational Psychology Handbook* (pp. 123-152).
- Lee, C. D. (2003). Toward a framework for culturally responsive design in multimedia computer environments: Cultural modeling as a case. *Mind, Culture, and Activity*, 10(1), 42-61.
- Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard University Press. [Chapters 3 & 4]
- Wertsch, J. V., & Tulviste, P. (1992). L.S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28(4), 548-557.

Cognitive-constructivist views of learning (including Piaget)

- Brainerd, C. J. (2003). Jean Piaget, Learning Research, and American Education. In K. Harris, J. Brophy., G. Sinatra, & J. Sweller (Eds.). *Educational Psychology: A Century of Contributions* (pp. 251-288).
- von Glaserfeld, E. (1989). Cognition, construction of knowledge, and teaching. *Synthese*, 80, 121-140.

Descriptions of learning not otherwise noted as a topic (e.g., Behaviorism, Social Learning Theory, Information processing).

- Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (1999). Long-term memory: Structures and models. In *Cognitive psychology and instruction* (4 th ed.) (Chapter 3, pp. 36-64). Upper Saddle River, NJ : Pearson.
- Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Boston: Pearson.
- Gredler, M. E. (1992). *Learning and instruction: Theory into practice* (2nd ed.) (pp. 302-345; Chapter 11 Albert Bandura's social-cognitive theory). New York: Macmillan.

Facilitation and collaboration

- Johnson, D.W., & Johnson, R.T. (2004). Cooperation and the use of technology. In D.H. Jonassen (Ed.), *Handbook of research on educational communications and technology*, 2nd ed. (pp. 785-811). Mahwah, NJ: Erlbaum.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38, 365-379.
- Reiser, B. J. (2004). Scaffolding complex learning: the mechanisms of structuring and problematizing student work. *Journal of the Learning Sciences*, 13 (3), 273-304.
- Wood, D., Bruner, J.S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.

Cognitive neuroscience and education

- Varma, S., McCandliss, B. D., & Schwartz, D. L. (2008). Scientific and pragmatic challenges for bridging education and neuroscience. *Educational Researcher*, 37(3), 140-152.
- Goswami, U. (2004). Neuroscience and education. *British Journal of Educational Psychology*, 74, 1-14.

Tools and representations

- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn?. *Educational psychology review*, 16(3), 235-266.
- Kozulin, A. (2003). Psychological tools and mediated learning. In A. Kozulin, B. Gindis, V.S. Ageyev, & S.M. Miller (Eds.) *Vygotsky's educational theory in cultural context* (pp. 15-38). New York, NY: Cambridge University Press.
- Norman, D. A. (1993). *Things that make us smart: Defending human attributes in the age of the machine*. New York: Basic Books. [Chapter 3]
- Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. Basic Books, Inc.. [Chapters 1 & 6]
- Pea, R. D. (1993). Practices of distributed intelligences and design for education. In G. Solomon (Ed.), *Distributed cognitions: Psychological and educational considerations* (pp. 47-87). Cambridge, UK: Cambridge University Press.

Tools in Society

- Johnson, J. (1988). Mixing humans and nonhumans together: The sociology of a door-closer. *Social problems*, 35(3), 298-310. [AKA Bruno Latour]
- Kline, R., & Pinch, T. (1996). Users as agents of technological change: The social construction of the automobile in the rural United States. *Technology and culture*, 37(4), 763-795.

Motivation

General chapter (e.g., Driscoll)

- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 49(1), 14-23.
- Keller, J.M. (2016). Motivation, learning, and technology: Applying the ARCS-V motivation model. *Participatory Educational Research*, 3(3), 1-13. Retrieved August 16, 2016, from http://www.partedres.com/archieve/issue_3_2/1-per_16-06_volume_3_issue_2_page_1_15.pdf.

Instructional design

- Herrington, J. & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research & Development*, 48(3), 23-48.
- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research & Development*, 50 (3), 43-59.
- Morrison, G.R., Ross, S.M., Kalman, H.K. & Kemp, J.E. (2013). *Designing effective instruction*, 7th ed. Hoboken, NJ: Wiley.
- Reigeluth, C. R. (1999). What is instructional-design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional design theories and models: A new paradigm of instructional theory* (vol. II, pp. 5-29). Mahwah, NJ: Lawrence Erlbaum Associates.

- Winn, W. (1993). Perception principles. In M. Fleming & W.H. Levie (Eds.), *Instructional message design: Principles from the behavioral and cognitive sciences*. (pp. 233-250). Englewood Cliffs, NJ: Educational Technology.
- Yelon, S.L. (1996). *Powerful principles of instruction*. White Plains, NY: Longman.

Design-based research/Learning Sciences

- [D-BRC] The Design-based Research Collaborative (2003). Design-Based research: An emerging paradigm for educational inquiry. *Educational Researcher*, 32(1), 5-8.
- Barab, S. & Squire K. (2004). Design-based research: Putting a stake in the ground. *The Journal of the Learning Sciences*, 13 (1), 1-14.
- Barron, B. J., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., & Bransford, J. D. (1998). Doing with understanding: Lessons from research on problem-and project-based learning. *Journal of the Learning Sciences*, 7(3-4), 271-311.
- Bielaczyc, K. (2006). Designing social infrastructure: Critical issues in creating learning environments with technology. *The Journal of the Learning Sciences*, 15(3), 301-329.
- Collins, A., Joseph, D., & Bielaczyc, K. (2004) Design Research: Theoretical and Methodological Issues. *The Journal of the Learning Sciences*, 13(1), 15-42.
- Nathan, M.J., & Alibali, M.W. (2010), Learning sciences. *WIREs Cognitive Science*, 1, 329-345. doi: 10.1002/wcs.54
- Penuel, W. R., Fishman, B. J., Cheng, B. H., & Sabelli, N. (2011). Organizing research and development at the intersection of learning, implementation, and design. *Educational Researcher*, 40(7), 331-337.
- Sawyer, R. K. (2006). Introduction: The new science of learning. In R. K. Sawyer (Ed.) *The Cambridge handbook of the learning sciences* (pp. 1-16). New York, NY: Cambridge University Press.

Instructional technology design (check with advisor about appropriateness of this section for your comps)

- Canole, G. (2013). MOOCs as disruptive technologies: Strategies for enhancing the learner experience and quality of MOOCs. *RED, Revista de Educación a Distancia*, 39. <http://www.um.es/ead/red/39/>
- Clark, R.E. (2003). Research on web-based learning: A half-full glass. In R. Bruning, C.A. Horn, & L.M. PytlikZillig (Eds.), *Web-based learning: What do we know? Where do we go?* Greenwich, CN: Information Age Publishing.
- Major, C.H. (2015). *Teaching online: A guide to theory, research, and practice*. Baltimore: Johns Hopkins University Press.
- Mayer, R.E. (2009). *Multimedia learning*. 2nd ed. Cambridge, UK: Cambridge University Press.
- Mazzolini, M. & Maddison, S. (2007). When to jump in: The role of the instructor in online discussion forums. *Computers & Education*, 49(2), 193-213.
- Means, B., Bakia, M., & Murphy, R. (2014). *Learning online: What research tells us about whether, when and how*. New York: Routledge.
- Narciss, S., Proske, A., & Koerndle, H. (2007). Promoting self-regulated learning in web-based learning environments. *Computers in Human Behavior*, 23(3), 1126-1144.
- Savery, J.R. (2005). Be VOCAL: Characteristics of successful online instructors. *Journal of Interactive Online Learning*. 4(2), 141-152.

- Tobias, S. (2006). The importance of motivation, metacognition, and help seeking in web-based learning. In H.F. O'Neil & R.S. Perez (Eds.), *Web-based learning: Theory, research and practice*. Mahwah, NJ: Erlbaum.
- Vai, M. & Sosulski, K. (2011). *Essentials of online course design: A standards-based guide*. New York: Routledge.

Digital media, learning & literacy (check with advisor about appropriateness of this section for your comps)

- Collins, A., & Halverson, R. (2010). The second educational revolution: Rethinking education in the age of technology. *Journal of computer assisted learning*, 26(1), 18-27.
- Gee, J. P. (2008). Learning and games. *The ecology of games: Connecting youth, games, and learning*, 3, 21-40.
- Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., & Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Digital Media and Learning Research Hub.
- Steinkuehler, C. A., & Williams, D. (2006). Where everybody knows your (screen) name: Online games as "third places". *Journal of Computer-Mediated Communication*, 11(4), 885-909.
- Takeuchi, L., & Stevens, R. (2011). The new coviewing: Designing for learning through joint media engagement. In *New York, NY: The Joan Ganz Cooney Center at Sesame Workshop*.