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 This handbook is not an official publication of The University of Iowa and in case of conflict is superseded by the Manual of Rules and Regulations of the Graduate College.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.
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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.
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.

Benjamin DeVane, Ph.D. (University of Wisconsin, Madison)
   Assistant Professor
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   Ben DeVane’s research seeks to understand how young people learn about science inquiry and computational thinking with games and digital media. His scholarship draws on the learning sciences and design research to investigate participatory learning with digital media. His work has been funded by the National Science Foundation, and published in peer-reviewed academic journals like *Mind, Culture and Activity*, the *International Journal of Learning and Media*, and *Games & Culture*.

Mitchell Kelly, Ph.D. (University of Iowa)
   Clinical Professor, Program Admissions Coordinator, Director of The Office of Graduate Teaching Excellence
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   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 was received multiple teaching awards throughout his career at The University of Iowa.

Matthew Lira, Ph.D. (University of Illinois - Chicago)
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   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)
Associate Professor, EP / LS Program Coordinator, Coordinator of Certificate in Online Teaching
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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.

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.

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.
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, and most of our students do not have a relevant master’s degree when entering the 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 a 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 5 workstations and access to a printer.

**Graduate Student Commons** (N301 Lindquist Center)
All graduate students in the College of Education have access to the Graduate Student Commons. The space includes a number of computer workstations with access to printing, meeting rooms, the Writing Resources Center, and a kitchen area with refrigerator and microwave oven.

**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](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. See Appendix A for a student-planning sheet for the MA degree.

**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:7331 Digital Media and Learning OR
- PSQF:6215 Web-based Learning
- 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:

**Human Development and Motivation focus area** (check with advisor about availability)
- 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

**Technology and Media focus area**
- PSQF:6215 Web-based Learning (if not taken as a required course)
- PSQF:6331 Digital Media and Learning (if not taken as a required course)
- PSQF:6216 Online Tools and Utilities
- PSQF:6211 Universal Design and Accessibility for Online Learning

**Measurement and Evaluation focus area**
- PSQF:4143 Introduction to Statistical Methods
- PSQF:6257 Educational Measurement and Evaluation
- PSQF:6220 Quantitative Educational Research Methods
Major Tasks in the MA Program

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

Take the bulk of your classes, choosing 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.

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

Portfolio

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. Finally, 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.

**Internship / Practicum**
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.

Prior to the beginning of the final semester, as arrangements for the experience are being made, the student creates 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.

**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.

Note that for all of these options are actually considered the final examination for the degree. The student is required to complete appropriate University paperwork for both completing the examination and for graduating in that final semester.
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 practicum, a minor focus area, several courses in educational measurement and statistics, and a dissertation in the fields of educational psychology and learning sciences. See Appendix B for a student planning sheet for the PhD.

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.

**Required Courses**
All of these (or equivalent):
- PSQF 6200 Educational Psychology, 3 s.h.
- PSQF 6205 Design of Instruction, 3 s.h.
- PSQF 6281 Cognitive Theories of Learning, 3 s.h.
- PSQF 6230 Research in Educational Psychology (≥ 3)
- PSQF 7493 Ph.D. Thesis in Educational Psychology (≥ 10)

**Core Courses**
(15 s.h. minimum; selection dependent on student's area of specialization)
- PSQF 7204 Foundations of the Learning Sciences, 3 s.h.
- PSQF 6206 Advanced Child Development, 3 s.h.
- PSQF 6275 Constructivism and the Design of Instruction, 3 s.h.
- PSQF 6214 Design of Learning Environments, 3 s.h.
- PSQF 6203 Tools and External Representations in Learning Processes, 3 s.h.
- PSQF 6215 Web-based Learning, 3 s.h.
- PSQF:7331 Special Topics in Educational Psychology *Digital Media and Learning*
- PSQF 7331 Special Topics in Educational Psychology (topics vary, may be taken more than once if EP content)

**Required Research Methods Courses**
Both of these or equivalents:
- PSQF 6220 Quantitative Educational Research Methods, 3 s.h.
- PSFQ 7331 Qualitative Educational Research Methods, 3 s.h.

**Required Statistics Courses**
At least two of the following or equivalent:
• PSQF 6243 Intermediate Statistical Methods, 4 s.h.
• PSQF 6244 Correlation and Regression, 4 s.h.
• PSQF 6246 Design of Experiments, 4 s.h.
• PSQF 6247 Nonparametric Statistical Methods, 3 s.h.
• PSQF 6252 Introduction to Multivariate Statistical Methods, 3 s.h.

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 9 s.h.; others may be included given consultation with advisor:
• PSQF 6217 Seminar in College Teaching, 3 s.h.
• PSQF 6245 Application of Multivariate Statistical Techniques, 4 s.h.
• PSQF 6257 Educational Measurement & Evaluation, 3 s.h.
• PSQF 6265 Program Evaluation, 3 s.h.
• PSQF 7331 Research Writing in Education, 3 s.h.
• PSQF 7331 Conducting Research Online, 3 s.h.
• Advanced Qualitative course (consult with advisor), 3 s.h.
• Mixed Methods course (consult with advisor), 3 s.h.

Second-Year 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 the second-year 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).

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, 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 second-year 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.

**Second Year Research Project**
Your second-year 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 second year 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.

As you are working on your second year research study you will 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), 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 second year 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 received 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 6205 Design of Instruction
- PSQF 6281 Cognitive Theories of Learning
- PSQF 6204 Foundations of the Learning Sciences
- PSQF 6275 Constructivism and the Design of Instruction
- PSQF 6214 Design of Learning Environments
- PSQF 6203 Tools and External Representations in Learning Processes
- PSQF 7331 Digital Media and Learning
- PSQF 6215 Web-based Learning

Additional readings that support preparation: see Appendix C

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 350 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. 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 your 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 committee’s 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 is 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.

If you will present the findings from your study, you will 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.**
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.

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 discloser (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.
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.
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.

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.
Student Complaint Procedures

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
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](https://education.uiowa.edu/services/grants-and-research-services-center-grsc/student-funding-opportunities).

In addition, the Graduate College provides opportunities to apply for support for presenting at conferences: [https://gss.grad.uiowa.edu/funding/gss-travel-funds](https://gss.grad.uiowa.edu/funding/gss-travel-funds).

The University of Iowa Graduate Student Senate also has funds that may be sought for traveling to conferences: [https://gss.grad.uiowa.edu/funding/travel-funding-application](https://gss.grad.uiowa.edu/funding/travel-funding-application).
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

**Place:** New York City, NY, USA (2018), San Antonio, TX, USA (2017), Washington, DC, USA (2016)

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  
**Place:** Cincinnati, Ohio (2018), Evanston, Illinois (2017)

**The International Conference of the Learning Sciences (ICLS)** (held bi-annually, alternates with CSCL) [https://www.isls.org/conferences/icls](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  
**Place:** London, UK (2018), Singapore (2016), Boulder, Colorado, USA (2014), Sydney, Australia (2012)

**The International Conference on Computer-Supported Collaborative Learning (CSCL)** (held bi-annually, alternates with ICLS) [https://www.isls.org/conferences/cscl](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  
**Place:** Philadelphia, Pennsylvania (2017), Gothenburg, Sweden (2015), Madison, WI, USA (2013), The University of Hong Kong (2011)

**Digital Media and Learning (DML) Conference** (held annually) [https://dmlhub.net/conference/](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
Place: University of California, Irvine (2017 & 2016)

**Foundations of Digital Games (FDG) Conference** (held annually)  

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  
**Place:** Malmo, Sweden (2018), Cape Cod, MA (2017), Dundee, Scotland (2016), Pacific Grove, CA (2015)

**Association for Educational Communications and Technology (AECT) Conference** (held annually)  
[http://members.aect.org/events/call/](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  
**Place:** Kansas City, MO (2018)

**Local/Regional Conferences**

**Martin Luther King, Jr. Diversity Research Symposium** – organized by College of Education Diversity Committee  
[https://education.uiowa.edu/committees/diversity-committee/events-awards/mlk-jr-research-symposium](https://education.uiowa.edu/committees/diversity-committee/events-awards/mlk-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)

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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 A

Masters Program in the Learning Sciences
(30 credit hours)

Name: ___________________________ Semester started: _______________________
e-mail: __________________________ Target completion: _______________________

<table>
<thead>
<tr>
<th>semester</th>
<th>SH</th>
<th>Course number &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6204 Foundations of the Learning Sciences</td>
</tr>
<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6200 Educational Psychology *</td>
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<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6205 Design of Instruction</td>
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<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6203 Tools and External Representations in Learning Processes</td>
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<td>_______</td>
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<td>PSQF:6281 Cognitive Theories of Learning</td>
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<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6214 Design of Learning Environments</td>
</tr>
<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6215 Web-based Learning OR PSQF:7331 Digital Media and Learning</td>
</tr>
<tr>
<td>_______</td>
<td>___</td>
<td>PSQF:6299 M.A. Project: Internship/Practicum/Project</td>
</tr>
</tbody>
</table>

Area of Emphasis: (6 credits) _______________________
(Choose emphasis area and courses from list below)
| _______  | ___ | PSQF: __________________________ |
| _______  | ___ | PSQF: __________________________ |

TOTAL 30

Options for Multidisciplinary Emphasis

<table>
<thead>
<tr>
<th>Human Development and Motivation</th>
<th>Technology and Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSQF:4106 Child Development</td>
<td>PSQF:4760 Participatory Learning and Media</td>
</tr>
<tr>
<td>PSQF:4111 Human Motivation</td>
<td>PSQF:6215 Web-based Learning (if not taken as required course)</td>
</tr>
<tr>
<td>PSQF:4130 Early Adolescent</td>
<td>PSQF:7331 Digital Media and Learning (if not taken as required course)</td>
</tr>
<tr>
<td>The Adolescent and Young Adult</td>
<td>PSQF:6216 Online Tools and Utilities</td>
</tr>
<tr>
<td>PSQF:6206 Advanced Child Development</td>
<td>PSQF:6211 Universal Design and Accessibility for Online Learning</td>
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<table>
<thead>
<tr>
<th>Measurement and Evaluation</th>
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<tbody>
<tr>
<td>PSQF:4143 Introduction to Statistical Methods</td>
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<tr>
<td>PSQF:6257 Educational Measurement and Evaluation</td>
</tr>
<tr>
<td>PSQF:6220 Quantitative Educational Research Methods</td>
</tr>
<tr>
<td>PSQF:5165 Introduction to Program and Product Evaluation</td>
</tr>
<tr>
<td>PSQF:6265 Program Evaluation</td>
</tr>
</tbody>
</table>

* All courses are three semester hours unless otherwise noted.
## Appendix B

### PhD in Educational Psychology
(72 semester hours)

Name: _____________________________________________  Semester started: __________

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course name</th>
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<tr>
<td></td>
<td>PSQF 6200</td>
<td>Educational Psychology</td>
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<td></td>
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<td></td>
<td>PSQF 6205</td>
<td>Design of Instruction</td>
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<td>PSQF 6281</td>
<td>Cognitive Theories of Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSQF 6230</td>
<td>Research in Educational Psychology (≥ 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSQF 7493</td>
<td>Ph.D. Thesis in Educational Psychology (≥ 10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal: ______

### Core Courses: (15 s.h. minimum; selection dependent on student's area of specialization)

|          | PSQF 6203 | Tools and External Representations in Learning Processes | 3       |
|          | PSQF 6204 | Foundations of the Learning Sciences                  | 3       |
|          | PSQF 6206 | Advanced Child Development                            | 3       |
|          | PSQF 6275 | Constructivism and the Design of Instruction          | 3       |
|          | PSQF 6214 | Design of Learning Environments                       | 3       |
|          | PSQF 6215 | Web-based Learning                                    | 3       |
|          | PSQF 7331 | Special Topics in Educational Psychology (topics vary, may be taken more than once if EP content) |       |

Subtotal: ______

### Required Research Methods Courses: (Both of these or equivalents)

|          | PSQF 6220 | Quantitative Educational Research Methods           | 3       |
|          | PSFQ 7331 | Qualitative Educational Research Methods            | 3       |

Subtotal: ______

### Required Statistics Courses: (at least two of the following or equivalent)

|          | PSQF 6243 | Intermediate Statistical Methods                    | 4       |
|          | PSQF 6244 | Correlation and Regression                          | 4       |
|          | PSQF 6246 | Design of Experiments                                | 4       |
|          | PSQF 6247 | Nonparametric Statistical Methods                   | 3       |
|          | PSQF 6252 | Introduction to Multivariate Statistical Methods    | 3       |

Subtotal: ______

### Minor Area Requirement: (minimum 12 s.h. that constitute a coherent program of coursework outside of the EP program)

|          |          |                                                   |         |
|          |          |                                                   |         |
|          |          |                                                   |         |

Subtotal: ______

### Other Electives: (up to 9 s.h.; others may be included given consultation with advisor)

|          | PSQF:6211 | Universal Design and Accessibility for Online Learning | 3       |
|          | PSQF:6216 | Online Tools and Utilities                           | 3       |
|          | PSQF 6217 | Seminar in College Teaching                          | 3       |
Second Year Project

<table>
<thead>
<tr>
<th>Topic</th>
<th>Completion date</th>
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</thead>
<tbody>
<tr>
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</table>

- ☐ presented to faculty?
- ☐ submitted for conference/publication?

Comprehensive Exam

<table>
<thead>
<tr>
<th>Option (including topic areas)</th>
<th>Date</th>
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<tr>
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</table>

- Committee members
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 

Dissertation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Proposal date</th>
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</tr>
</tbody>
</table>

- Committee members
  1. 
  2. 
  3. 
  4. 
  5. Outside member
  6. 

- Defense date

Funding/Other Accomplishments
Appendix C

Reading List
Educational Psychology Ph.D. Comprehensive Exam

December 2016

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


Transfer of learning


Situated cognition/Communities of practice/Identity


**Socio-cultural views of learning (including Vygotsky)**


**Cognitive-constructivist views of learning (including Piaget)**


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


**Facilitation and collaboration**


Cognitive neuroscience and education

Tools and representations

Tools in Society

Motivation
General chapter (e.g., Driscoll)

Instructional design
Design-based research/Learning Sciences


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


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


