
CURRENT RESEARCH INTERNSHIP OPPORTUNITIES



Richard Newman: Two research projects are available for internships: (1) Achievement Motivation and Self-Regulated Learning among Elementary and Middle School Students and (2) Students' Response to Peer Conflict at School. The first project investigates how students' academic and social goals are related to help seeking during math problem solving and how parents and teachers influence the development of students' skills of, and propensity for, help seeking. The second project investigates how students at different grade levels think about aggressive peer conflict and bullying at school; a particular focus is students' reluctance to seek help from adults.



Lee Swanson: Cognition, Achievement, and Individual Differences. This research investigates the relationship between cognitive processing and performance in four areas: problem solving, reading, mathematics, and writing. A heavy emphasis will be placed on researching memory and its influence on achievement. Specifically, the research examines: (a) Which cognitive processes predict academic achievement and intelligence?; (b) What role do individual differences play in mediating cognitive processing and achievement?; and (c) What role do alternative assessment models play in validating achievement outcomes?

Educational Psychology Ph.D. Program

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Graduate School of Education

Educational Psychology Ph.D. Program

PROGRAM INFORMATION

The doctoral program in educational psychology prepares students for a variety of roles including university teaching, conducting educational and psychological research, and working as a research specialist in a school district or research agency. Doctoral students are expected to develop both substantive knowledge and methodological skills in educational psychology.

The areas of expertise of the educational psychology faculty include: (a) achievement motivation and self-regulated learning; (b) social and cognitive development; (c) cognitive theory and working memory; and (d) individual differences in learning (e.g., learning disabilities).

Requirements for students include (a) course work, (b) research internships, (c) teaching, (d) written and oral examinations, and (e) dissertation.

OVERVIEW OF COURSE WORK

- (1) a year-long Methodological Core course that all Graduate School of Education (GSOE) students take their first year;
- (2) a year-long Substantive Core course that all GSOE students take their first year (the course has 3 parts: Schooling and Society; Students; and Learning and Teaching);
- (3) Research Methodology (5 courses);
- (4) Foundations of Educational Psychology (4 courses);
- (5) Area of Specialization (3 courses).

Educational Psychology is a discipline concerned with understanding and improving the teaching and learning processes. It uses the theories and methods of psychology as well as its own unique theories and methods for the purpose of impacting some applied field of endeavor.

RESEARCH METHODOLOGY

Five courses are required. The field of educational psychology historically has had a strong commitment to quantitative approaches to the study of educational phenomena and this commitment continues today. One goal of the doctoral program is to prepare students to use and contribute to the educational psychology research literature.

This requires preparation in the areas of measurement, statistical analyses, and research methodology. Additionally, we expect students to become knowledgeable about qualitative methodology.

In addition to the first-year Methodology Core, students are required to complete the statistics sequence (214, 215, 216) and the measurement sequence (242A & 242B).

EDUC 214	Statistical Inference & Hypothesis Testing
EDUC 215	Experimental Design
EDUC 216	Advanced Statistics
EDUC 242A	Educational & Psychological Measurement & Evaluation
EDUC 242B	Advanced Educational & Psychological Measurement & Evaluation

FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY

These required courses provide students with an empirical and theoretical foundation in basic educational psychology topics of development, learning theory, and classroom instruction.

EDUC 211A	Cognitive Development
EDUC 211B	Social Development
EDUC 240	Educational Psychology
EDUC 252E	History of Educational Psychology

AREA OF SPECIALIZATION

Students are expected to choose at least three courses that comprise an area of specialization (e.g., Individual Differences and Development, Psychological Foundations of Curriculum and Instruction). Courses will be selected in close consultation with the student's advisor and approved by the student's Program Planning Committee

Area of specialization normally entails some combination of educational psychology courses (see examples, below) and courses from other program areas within the Graduate School of Education, other departments on the UCR campus, or other UC campuses.

EDUC 213	Factor Analysis
EDUC 218	Problems in Evaluation
EDUC 200	Human Difference
EDUC 220	Qualitative Res. Methods in Educ.
EDUC 223A	Field Study Methods for Educational Organizations
EDUC 226	Exceptionality
EDUC 232	Teaching Strategies
EDUC 233	School Learning Environment
EDUC 237	Res. on Teaching
EDUC 239	Developmental Psychopathology
EDUC 243	Student Metacognition and Self-Regulated Learning
EDUC 247	Theoretical Perspectives on Lrng
EDUC 248E-Z	Psychoeducational Assmt.
EDUC 251	Seminar in Cognitive Dev.
EDUC 252E	History of Educational Psychology
EDUC 256	Advanced Seminar On Learning Disabilities
EDUC 262	Achievement Motivation
EDUC 270	Reading Development & Intervention
Soc 203B	Structural Equation Modeling
Psy 259	Factor Analysis

RESEARCH INTERSHIPS

Students engage in pre-dissertation research with at least one faculty member (see list of current internship opportunities, below). Internships last three quarters and should result in an empirical research article to be submitted for presentation at a national conference and/or submitted for publication.

TEACHING

Students will assist a professor in the teaching of a university-level course. When appropriate, students will be in charge, themselves, of a course.

EXAMINATIONS & DISSERTATIONS

Course requirements provide a basis for a 12-hour written qualifying examination. Upon successful completion of the written qualifying examination, an oral examination over a dissertation prospectus must be passed. Students are advanced to candidacy when the written and oral qualifying examinations are successfully completed. Students must present and defend a formal dissertation proposal. The dissertation is an original piece of research that contributes significantly to the field of educational psychology.

TIME LINE

Diversity in doctoral students makes it difficult to provide a "normal" time line for completion of the program. Generally, however, full-time students complete the program requirements as follows:

- (1) Years 1, 2, and Fall of Year 3 (course work, teaching, and research internships);
- (2) Winter of Year 3 (written qualifying exam);
- (3) End of Year 3 (oral qualifying exam on the dissertation prospectus and development and acceptance of dissertation proposal);
- (4) Year 4 (completion and defense of the dissertation).