

Educational Psychology (EPSY)

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

EPSY 5499. ILT: Instructional Technology and Learning. 3 Credit Hours.

Introduces characteristics and applications of basic instructional and computer technology in the teaching-learning process. Students will gain hands-on experience in the use of computer and adaptive and/or augmentative hardware and software.

Repeatability: This course may not be repeated for additional credits.

EPSY 5501. ILT: Multimedia Learning. 3 Credit Hours.

Provides conceptual discussion and hands-on exploration of technology applications including graphic, photographic, multimedia, audio, and video materials.

Repeatability: This course may not be repeated for additional credits.

EPSY 5502. ILT: Desktop Publishing and Web Design. 3 Credit Hours.

Presents elements of effective design characteristics for written and web pages will be discussed. Web page maintenance will also be presented. Students will create documents and web pages using appropriate software applications.

Repeatability: This course may not be repeated for additional credits.

EPSY 5505. ILT: Authoring Systems. 3 Credit Hours.

Students explore capabilities of various authoring software. Based on instructional design principles, students will develop an interactive learning environment that includes various elements of sound, graphics and motion.

Repeatability: This course may not be repeated for additional credits.

EPSY 5523. Introduction to Educational Psychology. 3 Credit Hours.

The application of psychological theories to the learning processes and development of children and adolescents including the principles and procedures of assessment and evaluation as they relate to academic achievement and to teaching-learning activities. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development as they related to the principles of learning and teaching.

Repeatability: This course may not be repeated for additional credits.

EPSY 5529. Tests and Measurements. 3 Credit Hours.

An introduction to tests and measurements. Reliability, validity, interpretation of standardized test manuals. Survey of standardized aptitude, achievement, and personality tests. Students learn how to construct valid classroom tests.

Repeatability: This course may not be repeated for additional credits.

EPSY 5531. Learning Theories and Education. 3 Credit Hours.

This survey course covers the nature of theory, the epistemological foundations of learning, and major theories of learning. Focusing on application in educational settings, the course includes associationist, behaviorist, cognitive information processing, and constructivist learning theories.

Repeatability: This course may not be repeated for additional credits.

EPSY 5541. Concepts in Human Development. 3 Credit Hours.

Covers the major theoretical orientations and methodological approaches to human development. Uses a life-span approach to cognitive, social, and physical development, genetic influences, parental influences, language and perceptual development, intelligence, peer influences, parenting practices, moral development, and the development of gender identity among other issues.

Repeatability: This course may not be repeated for additional credits.

EPSY 5551. Introduction to Program Evaluation. 3 Credit Hours.

Methods and approaches to evaluation; planning and conducting evaluations; problems confronting the evaluator; professional issues.

Repeatability: This course may not be repeated for additional credits.

EPSY 5561. Development and Learning Over the Lifespan. 3 Credit Hours.

This course is intended for master's and doctoral students seeking an introductory survey of how humans develop and learn in several key areas across the lifespan. To this end, the course addresses typical trajectories of development and learning in three major domains: cognition, social competence and interaction, and physical and motor skills. We will examine both domain-general theories of development and learning that guide thinking across all three domains of interest, as well as essential domain-specific theories and recent empirical research relevant to just one or two domains.

Repeatability: This course may not be repeated for additional credits.

EPSY 5987. Teaching in Higher Education Practicum. 0 Credit Hours.

The non-credit reflective practicum is individually designed by each student. The student secures a Teaching Assistantship or Adjunct appointment (e.g. as TA lecturer/recitation leader, instructor of record, Writing Center tutor, or lab leader), selects a practicum mentor with whom they will meet regularly throughout their teaching experience, and engages in reflection on that experience with the support of their mentor. Practicum mentors are generally not the same person the student TA's for, or who assigned the teaching appointment and must be selected from the Center for the Advancement of Teaching's list of approved mentors. Students enrolled in the Teaching in Higher Education Reflective Practicum must be enrolled full-time in a graduate program at Temple University.

Pre-requisites: Minimum grade of C in (ART 8985, BA 8985, BIOL 8985, CHEM 8985, CLA 8985, ENG 8985, FMA 8985, GUS 8985, HRPR 8985, MATH 8985, MMC 8985, MSP 8985, PHYS 8985, PS 8985, SPAN 8985, STRC 8985, THTR 8985, or TYLE 8985)

EPSY 8625. Intermediate Educational Statistics. 3 Credit Hours.

Survey of issues, problems, and approaches involved in using ANOVA, correlational, and nonparametric procedures. Emphasizes guidelines for selecting statistical tests, computer-aided computation, and interpretation of results.

Repeatability: This course may not be repeated for additional credits.

EPSY 8627. Introduction to Research Design and Methods. 3 Credit Hours.

The primary goals of this survey course are to help students understand (a) how to make optimal decisions with respect to their own research, (b) evaluate the decision-making and research practices of other researchers, and (c) that there is no one "best" method (i.e., the best method depends on a researcher's goals; avoid mismatching goals and methods). To be an effective decision-maker, a researcher has to coordinate multiple goals and develop a set of effective options for meeting these goals. The present course is designed to help students identify their goals, develop a set of plausible options (i.e., possible research methods), and evaluate the pros and cons of these options. It is also hoped that students will gain increased insight into the ethics of research and how to write effective journal articles and research proposals. Ideally this course should be taken early in one's program and in conjunction with an epistemology of research course. It is hoped that the one-class introduction to a specific methodology (e.g., ethnography or meta-analysis) will prompt a student to take a follow-up course that spends the entire semester on that method.

Repeatability: This course may not be repeated for additional credits.

EPSY 8629. Test Construction and Validation. 3 Credit Hours.

Students will plan, develop, construct, revise, and validate an instrument. Methods for assessing reliability and validity (especially construct validity) are emphasized. Item analysis techniques are included. Basic approach and components of Item Response Theory (IRT), including introduction to the Rasch models.

Repeatability: This course may not be repeated for additional credits.

EPSY 8638. Seminar in Instructional Theories. 3 Credit Hours.

Examines contemporary instructional theories and models. Includes consideration of various conceptions of the learner and the instructional process.

Repeatability: This course may not be repeated for additional credits.

EPSY 8639. Instructional Design and Development. 3 Credit Hours.

Covers strategies and techniques for creating or modifying instructional resources. Emphasis will be given to instructional design models for the systematic design of instruction, including adaptive and/or augmentative technology. Students will employ a specific instructional design model and apply select instructional theories in the design of an instructional unit.

Repeatability: This course may not be repeated for additional credits.

EPSY 8735. Proseminar in Learning. 3 Credit Hours.

Extended treatment of selected topics in educational psychology concentrating on issues dealing with learning and instruction.

Repeatability: This course may not be repeated for additional credits.

EPSY 8741. Proseminar in Human Development. 3 Credit Hours.

Extended treatment of selected topics in human growth and development.

Repeatability: This course may not be repeated for additional credits.

EPSY 8825. Advanced Data Analysis. 3 Credit Hours.

A survey of statistical techniques involving both between groups and correlational analyses. Students use SPSS to analyze data.

Repeatability: This course may not be repeated for additional credits.

EPSY 8826. Multivariate Research Methods. 3 Credit Hours.

A survey of multivariate data analysis procedures, with a focus on parametric techniques. Students use computer library programs (SPSS) to analyze data.

Repeatability: This course may not be repeated for additional credits.

EPSY 8827. Experimental Design. 3 Credit Hours.

Emphasizes parametric analyses of variance and covariance, and their nonparametric analogs. Students use computer library programs (SPSS) to analyze data.

Repeatability: This course may not be repeated for additional credits.

EPSY 8960. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.

Specified problems, research, and practice in educational psychology. May be repeated for credit Specific offerings change from semester to semester; contact Department for current offerings.

Repeatability: This course may be repeated for additional credit.

EPSY 8970. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.

Specified problems, research, and practice in educational psychology. May be repeated for credit when approved by the instructor. Specific offerings change from semester to semester; contact Department for current offerings.

Repeatability: This course may be repeated for additional credit.

EPSY 8980. Seminar Series: Problems in Educational Psychology. 3 Credit Hours.

Specified problems, research, and practice in educational psychology. May be repeated for credit when approved by the instructor. Specific offerings change from semester to semester; contact Department for current offerings.

Repeatability: This course may be repeated for additional credit.

EPSY 8985. Teaching in Higher Education. 3 Credit Hours.

Repeatability: This course may not be repeated for additional credits.

EPSY 8986. Proseminar in Educational Psychology. 3 Credit Hours.

The main purpose of the Proseminar in Educational Psychology is to advance students' professional development in the domain of educational psychology. The course aims to contribute to the development of knowledge of the field of educational psychology and simultaneously to students' exploration of their career goals in the field.

Repeatability: This course may not be repeated for additional credits.

EPSY 9287. ILT: Practicum in Instructional Technology. 3 Credit Hours.

Provides for one hundred hours of hands-on experiences working in a professional organization consistent with the student's goals and objectives.

Repeatability: This course may be repeated for additional credit.

EPSY 9982. Independent Study in Educational Psychology. 1 to 6 Credit Hour.

A course intended to meet the needs of students who desire to carry on individual investigation.

Repeatability: This course may be repeated for additional credit.

EPSY 9991. Directed Res & Teach Pse. 1 to 12 Credit Hour.

Supervised apprenticeship in an educational activity central to educational psychology. Examples of possible apprenticeships are: research apprenticeship, educational program evaluation apprenticeship, educational product development apprenticeship, and teaching apprenticeship.

Repeatability: This course may be repeated for additional credit.

EPSY 9995. Master's Capstone in Educational Psychology. 3 Credit Hours.

In this course, students completing a master's degree in educational psychology will work with an advisor to construct a capstone project. Drawing on the program's core ideas in human learning and development, as well as psychological principles in education, students will complete a summative project in which they apply these ideas to a real-world problem in the field. The final product for the course will include a written document summarizing this work.

Repeatability: This course may not be repeated for additional credits.

EPSY 9996. Master's Thesis in Educational Psychology. 1 to 6 Credit Hour.

Limited to those who plan to complete the master's degree by writing a thesis.

Repeatability: This course may be repeated for additional credit.

EPSY 9999. Dissertation in Educational Psychology. 1 to 6 Credit Hour.

Dissertation research limited to doctoral candidates.

Repeatability: This course may be repeated for additional credit.