**STUDY PLAN**

**INTORDUCTION OF GRADUATE PROGRAM OF EDUCATIONAL PSYCHOLOGY**

Educational psychology is the branch of psychology, focuses on human learning for lifelong. This discipline studies on cognitive, social, emotional, and developmental perspectives. Moreover, it is to understand individual unique feature in intelligence, self-regulation, and self-concept to develop their own learning method. Educational Psychology relates strongly with research method inclusive of measurement and test. There are four concentrations offered by GMU M.S. educational psychology program: Learning, Cognition & Motivation; Assessment, Evaluation & Testing; Teacher Preparation and Learning, Decision-Making in Leadership. My concentration is Learning, Decision-Making in Leadership.

**SMART GOALS**

Learning, decision-making in leadership concentration is a program offering opportunity to apply principle of learning, cognition, and motivation to focal problems. Moreover, it develops a solid understanding of research, assessment and evaluation methodologies. Students are expected to develop the skills to meet the needs of diverse populations and design and implement effective educational programs appropriate for a broad range of cultural contexts. Apart from mastery the courses content, approaching to the field by attending conferences and get practice experience is also crucial. Thus, there are three goals to be achieved by me in order to assure a successful academic journey.

*Goal 1.* Academic Courses

My concentration is 30-credit master’s program. Nine credit hours of Educational Psychology Core course (EDEP550/EDEP551/EDEP632) has been completed during the INTO program. Rest of other courses divides into two sections, methodology core courses and concentration courses. These courses rely considerably on pre-class reading and on class discussion. Moreover, reflection from the practice and critical thinking is also crucial for after class assignments. Obviously this is quite stressful for international students to handle.

For cope with above mentioned situation better, I pull out two main prospections to focus on academically base:

*Goal 1: Academic Performance*

1. Pre-class Preparation:

I will make sure adequate preparations before class by go through the assigned reading materials. Moreover, I will mark down the questions or discussion point to rise up in the class discussion. In order to have comprehensive understanding of the course content, I will read at least one supplementary material listed in syllabus of each course.

1. Academic writing

My academic writing skill needs a further improvement. I scheduled weekly writing tutor appointment. Proof reading will be conducted at least twice per paper which focuses on the targeting problem appointed by tutor. Moreover, create vocabulary notes which write down not only new words but the useful sentence which I could use for my own writing.

*Goal 2. Attending conference*

After officially transferred to the program, I will get more chances to attend professional meeting or workshop. This is a platform to know of the most update information in the field and get to know of the professionals. I need to prepare to be an insider by searching such opportunities. To achieve this, I will follow the website or social media of the main association, such as AERA. Also I will focus on the information email from Dr. Kim Howe for conference call within Mason wide.

*Goal 3. Internship and part-time job*

This concentration is quite a practical program. All we learnt in class are expected to apply in the real world. Therefore, any opportunity of internship or being a volunteer would help me to link the theory to practice. I plan to apply an internship after officially transfer into program. Therefore, I will talk more with my advisor Dr. Michelle Buehl to indicate such willingness. At the same time, I will search frequently on MasonHire.com as well as relevant website for more information about internship recruitment.

To sum up, my plan focused on academically base and occupationally base. My academically focus is on improving writing and reading skill. Moreover, the class requirements as attached in the course map have to be fulfilled. I will strive to get “A” in each class. The occupationally base plan is get an internship job related to major and attended more in field conference.

**COURSE MAP**

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| --- | --- | --- | --- | --- | --- | --- |
|  | COURSE | SEMASTER YEAR | CREDIT HOURS | REQUIRED TEXT | COURSE REQUIRMENT | NOTES |
| Educational Psychology Core | EDEP550: Theories of Learning and Cognition | 2015 Fall | 3 | Psychology of learning for instruction | -Read all assigned materials for the course. -Attendance and participation in classroom activities that reflect critical reading of materials -Critique and or discuss assigned article in class | Completed |
| EDEP 551: Principles of Learner Motivation | 2016 Spring | 3 | Motivation for achievement: Possibilities for teaching and learning | -Attendance and participation -Critical Question and Online Discussion -Case study writing assignments |
| EDEP 632: Introduction to Human Development through research Methods | 2016 Spring | 3 | Educational Research :Fundamentals for the consumer Experience Human Development | -Annotate four assigned articles -Annotated bibliography - Review of the literature -Attendance and Participation |
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| Methodology Core | EDRS590: Education Research | 2016  Fall | 3 | McMillan, J.H (2012).Educational Research Fundamental for the Consumer (6th ed). Boston, MA: Pearson Education | -read all assigned materials for the course  -complete in-class assignments  -write a research proposal  -present proposal in the class  -reflect critical reading of materials |  |
| EDRS620: quantitative Inquiry in Education | 2017  Spring | 3 | Psychology Testing and Assessment | -Properly choose assessment methods for instructional decision  -Developing assessment methods appropriate -Administering, scoring, interpreting results externally | Prerequisite EDRS590 |
| EDRS 621: Quantitative Inquiry in Education | 2017 Spring | 3 | Essential Statistics for the behavioral Sciences | -Understand and apply fundamental concepts -Interpret reported statistical findings -Critique research that uses fundamental statistical analysis | Prerequisite EDRS590 |
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| Concentration Required | EDEP 591: Data-Driven Decision Making for Continuous Educational Improvement | 2016 Summer | 3 | -The Instructional Role of Assessment -A Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives -How students Learn: History, Mathematic, and Science in the Classroom | - Basic principle of sound assessment practices for addressing specifics educational needs -Select assessment methods appropriate for instructional decisions -Recognize the implications of educational assessments for social justice in schools -At least 2 GB Hard disk |  |
| EDEP 653: Culture and Intelligence | 2016 Fall | 3 | -Cambridge handbook of intelligence -Wisdom, intelligence and creativity synthesized -Emotional intelligence -Intelligence and How to get it: Why school and culture count | -Develop an understanding of the educational implications of theories and research on intelligence -understand the historical context of research on culture difference in intelligence -identify alternative assessments with racial and ethical differences in intellectual performance |  |
| EDEP798: Directed Reading, Research, and Individual Projects in Educational Psychology | 2017 Fall | 3 | Information current not available | Information current not available |  |
| EDRS 631: Program Evaluation | 2017 Fall | 3 | -Program evaluation: Alternative approaches and practical guidelines -The 2002 user friendly handbook for project evaluation | -assigned readings - Group discussion -Examine case studies of previously completed program evaluations -Conducting a program evaluation in a field study in identified area of need |  |