

University of Connecticut
**Ph.D. Degree Program in
Educational Psychology: Cognition, Instruction
and Learning Technologies (CILT)**



**Department of Educational Psychology
Neag School of Education**

<http://epsy.education.uconn.edu/CILT/>

249 Glenbrook Road, U-64
Storrs, Connecticut 06269-2064
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Department of Educational Psychology University of Connecticut

The Department of Educational Psychology (EPSY) has a Ph.D. program in Educational Psychology: Cognition, Instruction and Learning Technologies. This graduate program is structured to prepare professionals whose primary interests involve issues of thinking and teaching.

The Ph.D. program in Cognition, Instruction and Learning Technologies bridges the gaps among psychological theory, research, and educational practice. Core courses include theories of learning, cognitive processes, quantitative and qualitative research methods, learning technology, and instructional design.

Research conducted by the CILT program is supported by the Neag Information Technology Laboratory with networked computers, a wireless environment, multimedia development capabilities, and support technology for research and instructional development (see www.education.uconn.edu/technology/).

Program Faculty and Research Interests

Dr. Scott W. Brown

Professor of Educational Psychology.

Research Interests: Problem-based Learning; Learning Technologies; Memory Systems; Problem Solving; Decision Making, Learning and Assessment.

Dr. Tutita Casa

Assistant Professor of Educational Psychology.

Research Interests: Elementary Mathematics Education; Preservice and Inservice Teacher Education; Discourse as an Instructional Strategy.

Dr. Jae-Eun Joo

Assistant Professor of Educational Psychology; Director of Neag Online Programs

Research Interests: Online learning

Dr. Donald J. Leu

John and Maria Neag Endowed Chair in Literacy and Technology; Professor of Educational Psychology

Research Interests: Cognitive and Instructional Issues Related to Literacy and Technology; New Literacies of the Internet; Elementary Reading Instruction.

Dr. Jason M. Stephens

Associate Professor of Educational Psychology.

Research Interests: Human Motivation; Moral Reasoning; Academic Integrity; Civic Education.

Dr. Michael F. Young

Associate Professor of Educational Psychology.

Research Interests: Situated Cognition as a Theory for Thinking and Learning; Development of Instructional Technologies; Log-File Analyses and Assessments.

Admissions

Admission to the doctoral program in Educational Psychology: CILT is a two-step process. First, the prospective student must submit a complete application to the University of Connecticut Graduate School. After receiving all components of the application, the Graduate School application is forwarded to program faculty for admission consideration.

Completed applications must include an application form, receipt of current Graduate Record Examination (GRE) scores, undergraduate transcripts, and a processing fee. Additionally, each applicant must submit three (3) letters of reference discussing the applicant's abilities and skills. Forms are available from the Graduate Admissions Office, 438 Whitney Road Extension, Unit 1006, Room 108, Storrs, Connecticut 06269-1006. More information is available in the graduate catalog and available online at www.research.uconn.edu.

Second, faculty in our program consider applications each spring for fall admission. The deadline for receipt of applications for consideration of admission for the fall semester is the previous

February 15th. For program descriptions and further details about CILT or the Department of Educational Psychology, visit our website at www.epsy.uconn.edu.

Selection of Students

General prerequisites for Ph.D. study include undergraduate preparation in psychology, education, or related disciplines. Any additional training and experience in Special Education, Anthropology, Sociology, or Human Development is desirable, but not mandatory. Multiple admissions criteria employed in the selection of students include Graduate Record Examination (GRE) scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, and, when possible, personal interview data.

The CILT Faculty, the Department of Educational Psychology, and the Neag School of Education are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

The University of Connecticut is situated on a 3100-acre campus in Northeastern Connecticut. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., Rental Properties Office, Room 107, Wilbur Cross Building, Unit 4022, Storrs, Connecticut 06269-4022).

General Program Considerations

Each student upon formal admission to the Ph.D. program in CILT is assigned a major advisor who will guide the student in developing the plan of study. During the second semester of the program, the student selects an advisory committee chairperson and two committee members to advise and direct the student's course of study.

Students are evaluated with a variety of methods throughout the program. In addition to formal evaluations such as course grades, the faculty may evaluate the student's progress through research projects. An annual faculty review of the student's progress is conducted. In order to continue on the program, students must make satisfactory progress through the program. Finally, the CILT Technologies Program has adopted a portfolio system to monitor each student's academic and professional development. Please see our website <http://epsy.education.uconn.edu/CILT/> for more information about our portfolio system.

Although the CILT Ph.D. program is designed to encourage full-time graduate study, several students work part-time in the community. In most cases, these part-time positions are related to the student's graduate program and consequently may even enhance the student's skills, professional maturity, and overall educational goals. The Department of Educational Psychology has a limited number of graduate assistantships and fellowships for CILT Ph.D. students.

Program Philosophy and Goals

The faculty are committed to a learning environment that stresses a well-organized and explicit curriculum with clear expectations. However, there is also a strong commitment to informal student-faculty interaction that further encourages the student's professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices within the field of CILT, allowing the student sufficient intellectual freedom to experiment with different instructional delivery systems and various theoretical bases.

The atmosphere is intended to enhance student-faculty interaction, critical debate, and respect for theoretical diversity of practice, leading to an intense and exciting learning experience. Such a philosophy encourages and reinforces creativity and intellectual risk-taking that are fundamental in the student's further development in CILT.

I. *Personal Characteristics.* Students' professional activities are expected to conform to the ethical standards outlined by the American Psychological Association (APA); and in addition, students' professional activities are to be characterized by:

- A. An appreciation of diversity and commitment to service that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. Ethical behavior including respect for copyright and confidentiality.
- C. The ability to work independently and collaboratively.
- D. Communication skills in writing, speaking, and multimedia formats.
- E. Commitment to life-long learning and continuing professional growth.

II. *Academic Knowledge.* Students are expected to be knowledgeable and possess in depth understanding of the following core content areas:

- A. Motivation
- B. Cognitive Processes
- C. Social Cognition
- D. Human Development
- E. Instructional Design
- F. Intelligence
- G. Behavior Analysis
- H. History of Learning
- I. Research Methodology
- J. Learning Technology

Time Limits

Students' progress toward meeting program requirements for the Ph.D. program is reviewed on an annual basis. Students admitted to the Ph.D. program are expected to complete all the requirements within seven years from the first semester of enrollment.

The comprehensive examination process is detailed in an another document available on the Cognition, Instruction and Learning Technology website at <http://epsy.education.uconn.edu/CILT/>

Required, Recommended, and Optional Courses

The list below presents courses taken by students in our Ph.D. program. The list includes core courses that all students must take. In addition, the list presents courses that are recommended for each of the three emphases (i.e., instructional psychology, educational technology, and measurement and evaluation) sponsored by our program.

Core Courses for Graduate Students in CILT.

- EPSY 5605 Quantitative Methods in Research I
- EPSY 5607 Quantitative Methods in Research II
- EPSY 5510 Learning: Its Implications for Education
- EPSY 5602 Educational Tests and Measurement
- EPSY 5220 Introduction to Educational Technology
- EPSY 5621 Construction of Evaluation Instruments
- EPSY 5613 Multivariate Analysis in Educational Research
- EPSY 5515 Professional Seminar in Cognition & Instruction (2 Credits)
- EPSY 5530 Theories of Learning, Cognition, and Instruction
- EPSY 5520 Instructional Design
- EPSY 5540 Research Ethics in Education and Psychology
- EPSY 6601 Principles and Techniques of Educational Research
- EPSY 6560 Instructional Psychology
- GRAD 6950 Dissertation Preparation (15 credits)

Recommended Courses for Graduate Students in CILT.

EPSY 5230 Web-based Learning
EPSY 5195 Distance Learning
EPSY 5240 Interactive Learning Environments
EPSY 6230 Advanced Educational Technology
PSYC 5615 Human Factors
PSYC 5621 Simulation and Training
EPSY 5302 Program Evaluation
EDLR 5302 Program Evaluation for School Improvement
EPSY 6626 Sampling and Survey Research Methods
EPSY 6636 Measurement Theory and Application
EPSY 6637 Item Response Theory
EPSY 6635 Measurement in Cognitive Psychology
EPSY 6611 Logistic and Hierarchical Linear Models
EPSY 6194 Doctoral Seminar: Motivation
EPSY 6550 Situated Cognition
EPSY 5408 Ethics in Educational and Professional Psychology
PSYC 5420 Cognitive Development
PSYC 5567 Cognition
PSYC 5572 Sensation and Perception II
PSYC 5575 Introduction to Cognitive Systems
EDLR 5203 Adult and Experiential Learning
EDLR 5201 Influences on Adult Learning
STAT 5105 Quantitative Methods in the Behavioral Sciences
STAT 5525 Sampling Theory
PSYC 5332 Research Design and Test Construction
PSYC 5702 Field Research Methods
PSYC 5130 Causal Modeling in Social Psychology
SOC 5201 Social Research I
SOC 5210 Applied Survey Design and Analysis
SOC 5231 Qualitative Methodology
SOC 5753 Methods of Population Analyses