Master Program in Educational Psychology (0401Z4)

1. Training Goals

(1) Demonstrate excellent political quality, ethics, and rigorous academic attitudes. Demonstrate a good understanding of Marxism, Mao Zedong Thought, and Socialism with Chinese Characteristics. Be able to deeply implement the Scientific Outlook on Development, love the motherland, abide by disciplines and laws, demonstrate academic rigor, good morals, physical and mental health, strong professionalism and dedication, and actively serve for socialist modernization.

(2) Have a deep understanding of basic theories of learning psychology and development and systematic professional knowledge. Demonstrate readiness for careers in scientific research or specialized technical work.

(3) Demonstrate abilities to conduct empirical research, to apply theories and methods in educational psychology to solve practical problems in education or related fields.

(4) Master a foreign language proficiently, demonstrate the abilities to read foreign literature in the field and write abstracts of thesis in a foreign language.

2. Training plan and length

(1) Training plan

The training in the master program combines individual mentorship (by a supervisor) and collaborative guidance (by a special committee). The training combines systematic theoretical learning, social practice, and scientific research. The training emphasizes the development of both theoretical competence and practical abilities, focusing on developing creativity and the ability to independently conduct research. Each student is expected to have a primary supervisor who is mainly responsible for the

student's training and a special committee who guides the students' development. Students should discuss with their supervisors to choose their special committee members based on students' research interests and needs. The special committee is technically a 2-3 member faculty committee which can be composed of both faculty in the department and experts in other disciplines or other countries. The supervisor will be mainly responsible for guiding the students through courses, research activities and other services.

The training method for foreign graduate students is the same as that of Chinese graduate students in this major. For details, please refer to the "Interim Methods for the Training of Foreign Graduate Students in East China Normal University".

(2) Training Length

The full-time master program lasts three years. It can be advanced or extended as appropriate according to the situation, and the maximum training length is five years.

3. Main research areas

(1) Learning research and environment design

(2) Development in childhood and adolescence

(3) Educational assessment and statistics

(4) Educational neuroscience

4. Credit requirements and curriculum

(1) Credit requirements

Master courses include General Courses, Degree Foundational Courses, and Degree Advanced Courses. General courses are required by the university, which include required courses (e.g., courses on political theory and foreign language) and elective

courses (e.g., courses on research methods). Degree Foundational Courses are required courses for the major, which include Research Methods Series. Degree Advanced Courses include required courses in educational psychology and elective courses in specific research areas. Master students are encouraged to take courses in other fields or disciplines.

Students who are from majors other than educational psychology, and students who have similar academic capacity should consult with their supervisors to decide whether they need to take supplementary relevant courses. Credits for these supplementary courses cannot count as the required credits mentioned above.

Prior to the procedure of thesis defense, students should complete at least 30 course credits. In addition, the following specific requirements should be met. Students should take at least 7 credits for General courses (required), including *Theory and Practice of Socialism with Chinese Characteristics* (2 credits) and *Marxism and Methodology of Social Science* (the designated elective courses for graduate students of the humanities and social sciences, 1 credit), *Foreign language* (4 credits) and *Discipline and Ethics in Academic Research* (self-learning online assessment, does not count for credits).

Students should take at least 9 credits for Degree Foundational courses, at least 6 credits for Degree Advanced courses (required) and at least 6 credits for Degree Advanced courses (elective). In addition, students should complete at least 2 credits of Interdisciplinary courses (elective). Students are recommended to take Degree Advanced courses in School of Psychology and Cognitive Science, Department of Curriculum and Instruction and Department of Educational Technology.

Course evaluation include examinations and assessments. Required courses use examinations, and elective courses use examinations or evaluations. Examination results are scored on a percentage basis and assessment results are scored on a grade basis. In addition to the course evaluation, graduate students are expected to complete the assessments of research ethics and academic protocols training, basic literature reading ability training, academic activities, social practice and scientific research training. These evaluation results are not included in the total credits, but they are included in the review scope of thesis defense qualification. The evaluation of social practice and academic activities shall be judged as pass or fail by the supervisors based on the relevant reports and materials submitted by the students and students' actual performance. Discipline and Ethics in Academic Research is mainly self-study, and its assessment is carried out through the Internet.

(2) Curriculum

Course Category	**Name**	**Credit**	**Semester**	**Recommended Instructor**
General Courses (Required)	Theory and Practice of Socialism with Chinese Characteristics	2	1st	
	Marxism and Methodology of Social Science	1	1st	
	Foreign Language	4	1st and 2nd	
	Discipline and Ethics in Academic Research	/	/	
Degree Foundational Courses (Required)	Research Methods Series*	4	1st and 2nd	Organized by School of Education
	Educational Psychology	3	1st	Yi Jiang et al.
	Educational Psychology Research Methods	2	1st	Xiangdong Yang et al.
Degree Advanced Courses (Required)	Modern Measurement Theory	2	2nd	Chanjin Zheng
	Advanced Structural Equation Modeling	2	2nd	Xin Gu
	Learning and Instruction	2	2nd	Shufeng Ma
	Academic Motivation Theory	2	2nd	Yi Jiang
	Development Across Life Span	2	2nd	Jing Zhang
	Social and Cultural Influences in Child Development	2	2nd	Xin Zhao

	Mind, Brain and Education	2	2nd	Jiaxian Zhou
	Multilevel Modeling	2	3rd	Chanjin Zheng
Degree Advanced Courses (Elective)	Categorical Data Analysis	2	3rd	Xiangdong Yang
	Neuro-Educational Research on Emotion and Motivation	2	3rd	Yi Jiang
	The Foundation of Educational Neuroscience	2	3rd	Jiaxian Zhou
	Learning Environment Design	2	3rd	Shufeng Ma
	Personality and Social Influences in Learning	2	3rd	Jing Zhang
	Social Cognitive Development in Childhood	2	3rd	Xin Zhao
	Statistical Computing and Software	2	3rd	Xin Gu
	The Application of Educational Neuroscience	2	4th	Jiaxian Zhou
	Dark Personality: Theory, Assessment and Application	1	4th	Jing Zhang
	Beliefs, Motivation and Choice	1	4th	Xin Zhao
Interdisciplinary courses	At least one course, 2 credits			
General Elective Courses I	“General Elective Course I" refers to "Second Foreign Language", "Computer Application", "Literature Review Technique", "General Elective Course of Research Methods", etc. Graduate students can choose one of them, 2 credits. For departments that do not require this course, Degree Advanced courses (required/elective) or Interdisciplinary courses can count.			

Notes:

1. Research Methods Series in Degree Foundational Courses (required) include Quantitative Methods in Education and Qualitative Methods in Education. Students should select Courses based on their own circumstances and research areas and under the guidance of their supervisors. Students should complete at least 4 credits in Research Methods Series. Extra credits in Research Methods Series can count as credits of Degree Advanced Courses (elective) or Interdisciplinary Courses (elective).

Quantitative Methods in Education include the following courses: Fundamentals of Educational Statistics (2 credits), Regression Analysis (1 credit), Experimental Design (1 credit), Foundations of Educational and Psychological Measurement (1 credit), Quasi-experimental Research Design (1 credit), Multivariate Statistics (2 credits), Hierarchical Linear Modeling (2 credits), Structural Equation Modeling (2 credits), Survey Research (1 credit), Advanced Educational and Psychological Assessment (2 credits), Writing to Publish Quantitative Research Paper (1 credit).

Qualitative Methods in Education include the following courses: Introductory theory of Qualitative Research (2 credits), Field Inquiry Strategies (1 credit), Narrative Inquiry in Education (1 credit), Cultural Studies and Researches in Life History (1 credit), Writing of Qualitative Research (1 credit), Case Study (1 credit), Grounded Theory (1 credit), Action Research (1 credit), Qualitative Analysis Using NVivo (1 credit).

2. Students should select Degree Advanced Courses (required) under the guidance of their supervisors. Extra credits can count as credits of Degree Advanced Courses (elective) or Interdisciplinary Courses (elective).

3. The offering of Degree Advanced Courses (elective) will be adjusted in time based on the actual situation. The actual offering of these courses will be determined by the two-way selection of instructors and students.

5. Evaluation of Research Achievement

The evaluation of scientific research achievement requires students to complete the following tasks:

(1) Students should be actively involved in research with faculty. They are excepted to carry out the design and development of a scientific research project under the guidance of a faculty mentor. They are expected to complete a corresponding research report, which will be reviewed by the special committee.

(2) Students should actively engage in the scientific research projects of their supervisors or other faculty in the department. They are required to collaborate with their supervisors or other faculty in the department to publish at least one journal paper on CSSCI, SSCI or SCI. This can be their first-authored paper or second-authored paper (the first author has to be faculty in East China Normal University in this case).

(3) Students should actively contribute to academic discussions and/or listen to academic talks, and participate in academic activities such as research talks, seminars, and competitions more than 10 times a year. They are required to give at least one research talk at graduate seminars or other conferences and/or meetings.

6. Mid-term Review

According to the basic requirements and relevant regulations for master's degree training, by the end of the fourth semester, students' supervisors will organize a mid-term review of the master students. The mid-term review mainly assesses the completion of various courses, social practice and scientific research training, basic literature reading ability training, and thesis proposal.

Mid-term examinations are conducted by examination committee of at least 3 members (composed of supervisor and faculty in the department). After the assessment committee has assessed, students who have failed multiple courses and cannot continue to

complete the graduate training goals of this program will be reported to the graduate school and recommended as incomplete.

7. Thesis Requirements

The master's thesis is a process in which master students independently design and complete a scientific research project under the guidance of the supervisor and the special committee. In order to ensure the quality of the master's degree thesis, the supervisors and department should pay attention to several key stages including topic selection, thesis proposal, thesis guidance, and defense. The specific standards and requirements of the master's degree thesis are formulated based on the school's requirements for writing graduate degree thesis, combined with the characteristics of the discipline and area and according to the training requirements of different specifications and types of talents.

(1) Topic selection

The master's degree thesis can be basic research or applied basic research, or it can also be application development research which is combined with scientific research tasks. Students must demonstrate their own opinions or characteristics in the thesis. Before thesis writing, students should engage in a rigorous investigation and comprehensive literature review, understand the history, current situation, and development trend of the research area, and then determine the topic of the thesis. The topic of the thesis should be at the forefront of the discipline, with certain theoretical depth and innovation.

(2) Thesis Proposal

Between the end of the third semester and the beginning of the fourth semester, the department administrator will arrange a special committee to organize a thesis

proposal meeting. Students are expected to give clear reports based on significance of the topic, current situations of the field, research direction, research resources, research plan and expected results, and are expected to answer questions from the committee. The special committee should make clear recommendations on whether the proposal is approved. Those who cannot get the approval report from the special committee must take another thesis proposal meeting and postpone the graduation.

(3) Thesis Writing

After the thesis proposal is approved, graduate students should make regular reports to the supervisor and the special committee according to their thesis plan, so that they can get necessary guidance and help. The supervisor and graduate student should ensure that they have sufficient time and energy to invest in research work and thesis writing.

(4) Thesis Review and Defense

After the thesis is completed and submitted to the supervisor for thorough review, the supervisor will determine whether the students can defense on time. Before the defense meeting is held, it must pass the "double-blind" assessment and review in accordance with the school's requirements. Only after the “double-blind” assessment and review are passed, a formal defense meeting can be held. The defense work must be carefully arranged and organized to ensure the academic rigor and authority of the degree awarding.

8. Reading Assignment

(1) Anderson, J. (2009). Cognitive Psychology and its Implications. WH Freeman.

(2) APA. (2010). Publication manual of the American Psychological Association (6th edition).Washington, DC: American Psychological Association.

(3) Bornstein M. H. & Lamb M. E. (1999). Developmental psychology: an advanced textbook, LEA Press.

(4) Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. Washington DC: National Academy Press.

(5) Cheng, Y., & H-H. Chang (2014). Advanced methodologies to support both summative and formative assessments. Charlotte, NC: Information Age Publisher Inc.

(6) Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (1999). How people learn: Bridging research and practice. National Academies Press.

(7) Embretson, S. E. & Reise, S. P. (2000). Item response theory for psychologists. Mahwah, NJ: Erlbaum.

(8) Gredler, M. E. (2005). Learning and instruction: Theory into practice. Upper Saddle River, NJ: Merrill Prentice Hall.

(9) John, D. C., & Sharon, L. F. (1993). Dissertations and theses from start to finish：Psychology and related fields. American psychological Association, Washington, DC.

(10) Leighton, J., & Gierl, M. (2007). Cognitive diagnostic assessment for education: Theory and applications. Cambridge University Press.

(11) Lord, F.M. (1980). Applications of item response theory to practical testing problems. Hillsdale, NJ: Erlbaum.

(12) Mareschal, D., Butterworth, B., & Tolmie, A. (2013).Educational Neuroscience. Wiley-Blackwell.

(13) Reckase, M. (2009). Multidimensional item response theory. New York, NY: Springer.

(14) Richard, M. L., & Laurence, S. (2009). Handbook of adolescent psychology. Hoboken, NJ : John Wiley & Sons, Inc.

(15) Rupp, A. A., Templin, J., & Henson, R. A. (2010). Diagnostic measurement: Theory, methods, and applications. Guilford Press.

(16) Schunk, D. H. (2004). Learning theories: An educational perspective. Upper Saddle River, NJ: Merrill Prentice Hall.

(17) Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). Motivation in education: Theory, research, and applications. Upper Saddle River, NJ: Merrill Prentice Hall.

(18) Snijders, T. & Bosker, R. (2012). Multilevel analysis: An introduction to basic

and advanced multilevel modeling. Thousand Oaks, CA: Sage.

(19) van der Linden, W. J., & Hambleton, R. K. (2013). Handbook of modern item response theory. Springer Science & Business Media.

(20) Zimmerman, B. J., & Schunk, D. H. (2002). Educational Psychology: A century of contributions. Lawrence Erlbaum.