

Educational Psychology: Doctor of Philosophy Degree (0401Z4)

1. Program Objectives

The doctoral program is a full-time course of study, typically four years post-baccalaureate. The doctoral degree program in Educational Psychology prepares students to:

- conduct high quality research in the field of educational psychology, and disseminate it to scholarly and other audiences in both domestic and international settings;
- master advanced research methodology, both quantitative and qualitative, and statistics, becoming experts in their chosen area of specialization, and contributing to the academic knowledge base through publications and conference presentations;
- demonstrate the ability to teach college-level and graduate-level courses in the area of specialization in educational psychology;
- develop a broad and in-depth understanding of theories and practices in educational psychology, and use them to solve practical problems in education and related fields;
- engage in collaborative interdisciplinary interactions with students and faculty from a variety of research areas such as education, psychology, information technology, and brain sciences.

2. Program Plan

The program emphasizes the development of both theoretical competence and practical abilities, focusing on promoting creativity and the ability to independently conduct high quality research. Educational psychology doctoral students are guided by a primary academic advisor and an Advisory Committee throughout their graduate studies. The Advisory Committee is composed of two to three faculty members from the Department of Educational Psychology or experts in other disciplines outside the department. The academic advisor directs students in curricular studies and research advancement, and takes primary responsibility for guiding students through the doctoral training. The professional advisory committee provides additional mentorship and feedback in personal development and the writing of a doctoral thesis. Students will identify—in consultation with their academic advisor—the additional faculty co-advisors with pertinent disciplinary knowledge or other intellectual affinity to their research interest and needs.

3. Time Limits

A doctoral student is required to graduate within four years of first registering as a degree-seeking student in a graduate program. Upon completing program requirements, students who excelled academically can apply for early graduation. Time extensions can be made under extenuating circumstance, but the length of program must not exceed six years.

4. Areas of Specialization

- Learning and learning environment design
- Child and youth development
- Educational measurement and statistics
- Educational neuroscience

5. Course Requirement

Doctoral 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, such as Research Methods Series. Degree Advanced Courses include required courses in educational psychology and elective courses in specific research areas. Students are encouraged to take courses in other fields or disciplines.

Prior to the procedure of thesis defense, students should complete at least 15 course credits. In addition, the following specific requirements should be met. Students should take at least 6 credits for General courses (required), including Theory and Practice of Socialism with Chinese Characteristics (2 credits), 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 5 credits for Degree Foundational courses and Degree Advanced courses (required). Students should take at least 2 credits for Degree Advanced courses (elective), of which Thesis proposal (thesis writing) is designated as an elective course that need to be taken. 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. Students should consult with their academic advisor to decide whether they need to take supplementary relevant courses to fulfill the requirement for the specific areas of research. Credits for these supplementary courses cannot count as the required credits mentioned above.

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, doctoral 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.

Category	Name	Credit	Semester	Instructor
General Courses (Required)	Marxism in China and Modern Society	2	1 st	
	Foreign Language	4	1 st and 2 nd	
	Discipline and Ethics in Academic Research	/	/	
Degree Foundational Courses (Required)	Advanced Research Methods in Educational Psychology Series*	2	1 st	
	New Development in Educational Psychology	3	2 nd	Xiangdong Yang et al.
Degree	Modern Measurement Theory	2	2 nd	Chanjin Zheng

Advanced Courses (Elective)	Advanced Structural Equation Modeling	2	2 nd	Xin Gu
	Learning and Instruction	2	2 nd	Shufeng Ma
	Academic Motivation Theory	2	2 nd	Yi Jiang
	Development Across Life Span	2	2 nd	Jing Zhang
	Social and Cultural Influences in Child Development	2	2 nd	Xin Zhao
	Mind, Brain and Education	2	2 nd	Jiaxian Zhou
	Multilevel Modeling	2	3 rd	Chanjin Zheng
	Categorical Data Analysis	2	3 rd	Xiangdong Yang
	Neuro-Educational Research on Emotion and Motivation	2	3 rd	Yi Jiang
	The Foundation of Educational Neuroscience	2	3 rd	Jiaxian Zhou
	Learning Environment Design	2	3 rd	Shufeng Ma
	Personality and Social Influences in Learning	2	3 rd	Jing Zhang
	Social Cognitive Development in Childhood	2	3 rd	Xin Zhao
	Statistical Computing and Software	2	3 rd	Xin Gu
	A Theory-Driven Approach to Psychological and Educational Measurement	2	4 th	Xiangdong Yang
	The Application of Educational Neuroscience	2	4 th	Jiaxian Zhou
	Dark Personality: Theory, Assessment and Application	1	4 th	Jing Zhang
Beliefs, Motivation and Choice	1	4 th	Xin Zhao	
Interdisciplinary courses	At least one course, 2 credits			

Notes:

1. Advanced Research Methods in Educational Psychology Series in Degree Foundational Courses (required) include Educational Psychology Research Methods (2 credits), Modern Measurement Theory (2 credits), Advanced Structural Equation Modeling (2 credits), Multilevel Modeling (2 credits), Statistical Computing and Software (2 credits), and A Theory-Driven Approach to Psychological and Educational Measurement (2 credits). Students should select courses according to their areas of specialization under the guidance of their academic advisors.
2. Students should select Degree Advanced Courses (elective) under the guidance of their supervisors. Extra credits can count as credits of Interdisciplinary Courses (elective).
3. The course information provided here is not final and course offerings are subject to change.

6. Publication Requirement

Doctoral students should fulfill one of the following publication requirements to apply for a

Doctor of Philosophy Degree:

- 1) publish one first-authored journal paper on a SSCI, SCI, or A&HCI indexed journal, or a second-authored paper with the student's academic advisor or an ECNU faculty from the Advisory Committee as the first author;
- 2) publish one first-authored journal paper on a major social sciences journal, or a second-authored paper with the student's academic advisor or an ECNU faculty from the Advisory Committee as the first author;
- 3) publish two second-authored journal papers on a SSCI, SCI, or A&HCI indexed journal or a major social sciences journal, while the first author is NOT the student's academic advisor or a faculty member from the student's Advisory Committee;
- 4) publish two first-authored journal papers on a CSSCI indexed journal (extended CSSCI journals included).

7. Evaluation of Student Progress

The evaluation of student progress includes annual progress report, research ethic training, qualification examination, dissertation proposal, and the fulfillment of publication requirements.

Annual progress report. All students enrolled in the program will be formally reviewed by the academic advisor, the Advisory Committee, and the Graduate College at the end of each academic year. Doctoral students are required to report to their academic advisor and the Advisory Committee about their progress in course-taking and research over the past year. Each student should fill out the Doctoral Student Annual Progress Report (with signatures and comments from the academic advisor and the department) and submit it to the Graduate College for review.

Research ethnic training. All students enrolled in the program should take the research ethic training online course and obtain the certificate by the end of the second academic year.

Qualifying Examination. Students are eligible to take the qualifying examination after the end of program coursework and successfully completing the required course credits. The qualifying examination consists of a written examination of students' basic understanding of the theories and knowledge in educational psychology and an oral defense based on students' research. The written component of the examination will be devised by the student's Advisory Committee and based on the student's area of specialization. Students are responsible for selecting the topic for the oral defense, which should include a comprehensive review of the literature in the student's research area of interest, and a research design aligned to the student's dissertation topic. Doctoral students are required to pass the qualifying examination before they are permitted to proceed to the dissertation writing stage.

Participation in professional activities. In addition to formal coursework, students are expected to attend 10 or more professional meetings that are offered in the department and across the university during each academic year. Students are required to give one academic presentation in domestic or international meetings. Meetings may take the form of presentations made by faculty or students within the department or College, lectures by guest speakers, colloquia on specific issues in psychology and education, informational meetings, or research lab meetings.

Evaluation of research achievement. Students' research achievement will be reviewed annually during the program of study, and only those who fulfill the publication requirements are permitted to defend their dissertation.

Preliminary Examination. The specific implementation of the preliminary examination shall be carried out in accordance with the University policy.

Program termination. Students who fail multiple courses and are unable to complete the doctoral program training will be reported to the Graduate College and recommended to terminate the program as uncompleted.

8. Dissertation

The dissertation should be completed independently by a doctoral student under the guidance of the academic advisor and the Advisory Committee. The dissertation should reflect the forefront research and pioneering work in field of educational psychology. The dissertation should demonstrate that the doctoral student has the ability to independently conduct high-quality research, and has gained a solid, in-depth, systematic understanding of the theoretical basis and professional knowledge in the field. The dissertation typically takes one or two years to complete.

Topic selection. The dissertation can be basic research or applied 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 dissertation. Before writing, students should engage in a rigorous investigation and comprehensive literature review, understand the history, current status, and development trend of the research area, and then determine the topic of the dissertation. The topic of the dissertation should be at the forefront of the discipline, with certain theoretical depth and innovation.

Dissertation proposal. After the mid-term review, the department will organize a special committee to evaluate doctoral students' dissertation proposals in an academic meeting. Students are expected to articulate their research agenda by reporting significance of the selected research topic, key research questions, theoretical framework, methodology, expected results, and potential implication of the research. 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 meeting and postpone the graduation.

Dissertation writing. After the dissertation proposal is approved, doctoral students should make regular reports to their academic advisor and the Advisory Committee about their research plan, so that they can receive in-time guidance and support. The academic advisor and the doctoral student should ensure that the student has sufficient time and energy to invest in research work and dissertation writing.

Dissertation defense. After the dissertation is completed and submitted to the academic advisor for a thorough review, the academic advisor will determine whether a preliminary examination of the dissertation can be arranged. The preliminary examination should be held at least three months before the final defense. And students must pass the "double-blind" assessment and review before a final dissertation defense can be arranged. The final defense must be carefully arranged and organized to ensure academic integrity during the degree certification process.

9. Reading Assignment

Academic Journals

- (1) Educational Psychology Review
- (2) Educational Psychology Psychologist
- (3) Journal of Educational Psychology

- (4) Child Development
- (5) Learning and Instruction
- (6) Journal of Counseling Psychology
- (7) Journal of School Psychology
- (8) Contemporary Educational Psychology
- (9) Educational and Psychological Measurement

Books

- (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) Gredler, M. E. (2005). Learning and instruction: Theory into practice. Upper Saddle River, NJ: Merrill Prentice Hall.
- (5) John, D. C., & Sharon, L. F. (1993). Dissertations and theses from start to finish: Psychology and related fields. American psychological Association, Washington, DC.
- (6) Leighton, J., & Gierl, M. (2007). Cognitive diagnostic assessment for education: Theory and applications. Cambridge University Press.
- (7) Mareschal, D., Butterworth, B., & Tolmie, A. (2013). Educational Neuroscience. Wiley-Blackwell.
- (8) Richard, M. L., & Laurence, S. (2009). Handbook of adolescent psychology. Hoboken, NJ : John Wiley & Sons, Inc.
- (9) van der Linden, W. J., & Hambleton, R. K. (2013). Handbook of modern item response theory. Springer Science & Business Media.
- (10) Zimmerman, B. J., & Schunk, D. H. (2002). Educational Psychology: A century of contributions. Lawrence Erlbaum.