University of Connecticut
Graduate Program in
Educational Psychology: Cognition, Instruction and Learning Technologies (CILT)

Masters' Degree Program Guide

Department of Educational Psychology
Neag School of Education

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

249 Glenbrook Road, U-64
Storrs, Connecticut 06269-3064
September 13, 2012

Department of Educational Psychology
University of Connecticut

The Department of Educational Psychology has a Master's degree program in Educational Psychology: Cognition, Instruction and Learning Technologies (CILT). This graduate program is structured to prepare the professional whose primary interests involve learning, teaching and research. In particular, this program serves as a stepping-stone for those who would like to continue study in a Ph.D. Program.

The Master's program in Cognition, Instruction and Learning Technologies bridges the gaps among psychological theory, research, and educational practice. Core courses include theories of learning, cognition, quantitative and qualitative research methods, learning technology, and instructional design.

Research conducted by the CILT program is supported by the Neag School of Education's Collaborative Technology Center (CTC) with networked and wireless computers, digital multimedia development capabilities supporting technology for research and instructional development (http://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 Master's 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, 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. Note the Graduate Record Examination (GRE) is not required to apply to the Masters program in Educational Psychology: Cognition, Instruction and Learning Technologies.

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 Cognition, Instruction and Learning Technologies or the Department of Educational Psychology, visit our website at http://epsy.education.uconn.edu/CILT/.

Selection of Students

General prerequisites for Master's 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 includes 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 Cognition, Instruction and Learning Technologies 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 Master's program in Cognition, Instruction and Learning Technologies 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 Cognition, Instruction and Learning 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 Cognition, Instruction and Learning Technologies Master's program is designed such that students are encouraged to be involved full-time in their graduate studies, students do work in the community. In some cases, these 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 made available a limited number of graduate assistantships and fellowships for Cognition, Instruction and Learning Technologies students. However, such financial aid is typically offered to Ph.D. students.

Two different options exist for students who seek the Master's degree. These options pertain to a thesis or non-thesis option, related to a student's graduate plan of study. The thesis option is termed "Plan A" in the Graduate Catalogue. For Plan A, students complete a reduced plan of coursework followed by defense of a research-based thesis. "Plan B", the non-thesis option, requires a plan of coursework followed by comprehensive examinations. (More information is available online at http://www.research.uconn.edu). In general, the thesis option (termed "Plan A" in the Bulletin) is preferred, especially if the student intends to complete doctoral degree requirements.

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 Cognition, Instruction and Learning Technologies, 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 Cognition, Instruction, and Learning Technologies.

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 Master's program is reviewed on an annual basis. Students must conform to the time limits specified by the UConn Graduate School.

Common Courses for a Plan of Study

The list below presents courses often included in the plan of studies for the Master's degree program. There are two options for the Master's degree: A thesis option (Plan A) which consists of approximately 24-27 credits plus 9 credits of GRAD 5950 for thesis preparation; and A comprehensive examination option (Plan B) which consists of approximately 30 credits plus a comprehensive examination. Students may select either option to complete their degree requirements.

Recommended Courses for Graduate Students in Educational Psychology: Cognition, Instruction, and Learning Technologies – Master's Degree

EPSY 5605 Quantitative Methods in Research I
EPSY 5607 Quantitative Methods in Research II
EPSY 5510 Learning: Its Implications for Education

EPSY 5602 Principles and Methods in Educational Research
EPSY 5602 Educational Tests and Measurement
EPSY 5220 Introduction to Educational Technology
EPSY 5515 Professional Seminar in Cognition & Instruction (2 Credits)
EPSY 5530 Theories of Learning, Cognition, and Instruction
EPSY 5520 Instructional Design
PSYC 5420 Cognitive Development