

**Social Psychological Issues in Education (EDP 613)
Summer (4-week session), 1999**

Room/Time: 203 Dickey Hall; M-Th, 10AM-12:30 PM
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Course Description: This course is designed to develop knowledge of contemporary social psychological theory and research relevant to the analysis of psychological and educational problems in schools. A basic premise of social psychology is that human thought and action occurs within a social context. Although the behavior of individuals is influenced by the characteristics of that social context, social contexts are shaped by the behavior of individuals. These foundational concepts are explored through an in-depth analysis of the organization of schools and the processes of psychosocial change (with special emphasis on the contemporary topic of school reform). Through these and other topical emphases of the course, students are expected to develop an understanding of key concepts and terminology from the field of social psychology, and the applicability of that knowledge base to solving problems in school and community settings.

Required Textbooks: (available at the university bookstore)

Medway, F. J., & Cafferty, T. P. (Eds.) (1992). School psychology: A social-psychological perspective. Hillsdale, NJ: Erlbaum.

Milofsky, C. (1989). Testers and testing: The sociology of school psychology. New Brunswick, NJ: Rutgers University Press.

Sarason, S. (1996). Revisiting The culture of the school and the problem of change. New York: Teachers College Press.

Additional Readings on Reserve: (available at the Education Library, Dickey Hall)

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.

Specific Course Requirements:

1. Class Participation and Assigned Readings: Although attendance at regular class meetings is not formally required in appreciation of students' academic freedom, students generally are expected to attend and actively participate in class discussions and learning activities. Given the unique interests, perspectives, and experiences that each student brings to the course, failure to attend or adequately prepare for class represents the loss of a valuable learning resource to the other members of the course. To prepare for class, readings and other assignments should be completed prior to the beginning of class on the date indicated in the meeting schedule. For each reading assignment, students are expected to generate 2-5 questions that will serve to organize discussion of the material.

2. Small-group research proposal: Working in small groups (2-3 per group), students are expected to develop a research proposal related to a social-psychological topic of interest. Completed proposals should include (a) a clear statement of the issues and research questions targeted for analysis; (b) a review of the research literature related to that identified topic; (c) a description of the hypotheses guiding the investigation; (d) an operational definition of the variables that will be analyzed (e.g., tests, surveys, or other procedures); (e) a description of the targeted participants for the research; and (f) a brief description of the study design and expected outcomes.

3. Final exam (take home): The final exam will evaluate knowledge of basic social psychological concepts and terminology.

Course Evaluation and Grading: Letter grades are assigned according to the percentage of points earned as follows: A ($\geq 90\%$), B (80-89%), C (70-79%).

Course Requirements	Percent of Grade
1. Discussion questions (assigned readings)	20
2. Small-group research proposal	30
3. Final Exam	50

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**Meeting Schedule (Summer Intersession, 1999)
EDP 613: Social Psychological Issues in Education**

<u>DATE</u>	<u>TOPICS</u>	<u>ASSIGNMENTS</u>
6/10/99	Explanation of course requirements What is social psychology?	Review syllabus
6/14/99	Social psychology and school psychology Systems theory: An illustration	Medway & Cafferty (1999) O'Donnell & Tharp (1990)
6/15/99	Family systems	MC: ch 6 Barber et al (1987)
6/16/99	Family systems and parental involvement in schooling	Christenson & Buerkle Dunst & Trivette (1987)
6/17/99	School organization and change: The social context of schooling	Sarason: ch 1-5
6/21/99	School organization and change: An ecological perspective The role of the school principal	Sarason: ch 6-9
6/22/99	School organization and change: The social ecology of classroom learning	Sarason: ch 10-11 Doyle (1986)
6/23/99	School organization and change: Special services in the schools Special education referral processes	Sarason: ch 12-14 MC: ch 9
6/24/99	School organization and change: School culture and educational reform	Sarason: ch 15-21
6/28/99	School organization: An integrated model School psychological services: The testing role	MC: ch 7 Milofsky: ch 1-3
6/29/99	School psychological services: Role diversity	Milofsky: ch 4-5
6/30/99	Master's Orals: No class meeting	
7/1/99	School psychological services: Prospects and strategies for change	Milofsky: ch 6-7

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7/5/99	Independence Day: No class meeting	
7/6/99	School psychology at a crossroad: Integrating school psychology and educational reform	<u>SPR</u> mini-series (Knoff & Curtis, 1996)
7/7/99	Self system (personality processes): Implications for learning and instruction	MC: ch 3, 12, 14
7/8/99	Self system (personality processes): Implications for acceptance and inclusion	MC: ch 4, 15, 18
7/12/99	Final Exam Course Evaluation	Final exam due Complete course evaluation