

## STUDY PLAN

### PhD. Educational Psychology / Measurement and Evaluation

Plan Number			2005
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#### I. GENERAL RULES CONDITIONS:

1. This plan conforms to the regulations of the general frame of the programs of graduate studies.
2. Areas of specialty of admission in this program:
  - Holders of the Master degree in:
    - 1- Measurement and Evaluation
    - 2- Educational Psychology
    - 3- Learning and Development
    - 4- Psychology
    - 5- Mathematics
    - 6- Science
    - 7- Special Education or Counseling
    - 8- Curriculum and Instruction/ Mathematics Methods
    - 9- Curriculum and Instruction/ Science teaching Methods
    - 10 Talent and Creativity
    - 11- Curriculum and Instruction/ Education Technology

#### II. SPECIAL CONDITIONS: None.

#### III. THE STUDY PLAN : ( 54) Credit Hours as follows:

##### 1. Obligatory Courses: (21) Credit Hours as follows:

Course No.	Course Title	Credit hrs.	Theory	Prac.	Pre-request
0801910	Learning and Instruction models and Strategies	3	-		-
0801920	Item Response Theory	3	-		-
0801921	Issues in Measurement and Evaluation	3	-		-
0801922	Using Computer in Measurement	3	-		-
0801940	Qualitative Research Methods(1)	3	-		-
0801951	Correlational Statistical Techniques	3	-		-
0801952	Multivariate Analysis of variance	3	-		-

##### 2. Elective Courses: (15) Credit hours from the following:

Course No.	Course Title	Credit hrs.	Theory	Prac.	Pre-request
0801901	Psychology of Adolescence	3	-		-
0801912	<b>Learning and Cognition</b>	3	-		-
0801917	Thinking and Learning in Social Contexts	3	-		-
0801923	Scaling Measures	3	-		-
0801924	Mental Assessment	3	-		-
0801925	Measurement and Evaluation from Cognitive Perspective	3	-		-
0801926	Program Evaluation in Education	3	-		-
0801941	Qualitative Research Methods(2)	3	-		-
0801953	<b>Structural Equation models in Education</b>	3	-		-
0801942	Nonparametric statistics	3	-		-

##### 3. Exam: (0801998)

##### 4. Dissertation: (18) Credit hours (0801999)

**Course Descriptions**  
**PhD. Educational Psychology / Measurement and Evaluation**

**0801901 Psychology of Adolescence (3 credit Hrs)**

This course focuses on psychological theories related to adolescent cognitive, social and physical development; also covers different types of changes characterize adolescent development. Issues relevant to intellectual development, socialization, and educational contexts are explored.

**0801910 Learning and Instruction models and Strategies (3 credit Hrs)**

The course deals with theoretical basis of behavioral, cognitive, social cognitive and humanistic approach, cognitive approach strategies, schema strategies, generation, chunking, organization, mastery, interaction integrative, active learning, reciprocal learning, cooperative learning, group learning, abilities launchcon, mental edge strategies, Synectic.

**0801912 Learning and Cognition (3 credit Hrs)**

This course is concerned with theoretical perspectives in learning and cognition. The following issues will be discussed: cognitive development: assumptions, principles, perception, memorizing, mental image, concepts formation, decision-making, moral intelligence, social intelligence and linguistic intelligence.

**0801917 Thinking and Learning in Social Contexts (3 credit Hrs)**

This course is concerned with social contexts related to effective learning environment, social / cultural theories of mind, social interactions, dialogue in classroom, cooperative learning and Vogtsky's sociocultural theory.

**08017920 Item Response Theory (3 credit Hrs)**

This course is designed to provide students with the assumptions and concepts of Item response theory. Also it includes the history of item response theory, models, and assumptions, ability scales, estimation of ability, information functions, and calibration of tests, investigations of model-data fit, and promising applications to item response theory. Students use software and computer programs available for estimating ability and item parameters such as BILOG, LOGIST, and Micro CAT...etc.

**0801921 Issues in Measurement and Evaluation (3 credit Hrs)**

This course aims at developing students insight in the major issues in measurement and evaluation such as: test equating, Item Bias and test, basics of Item Banking, criterion- reference test development and adapting testing.

**0801922 Using Computers in Measurement (3 credit Hrs)**

The focus of this course is on using computers in simulating data with specific parameters, designing and implementing items banks using either Access or Oracle software. Estimation of parameters of logistic mathematical models, parameter estimation and examining its goodness of fit for binary and polytomous data using bilog and winstep software.

**0801923 Scaling Measures (3 credit Hrs)**

This course is concerned with the generally recognized scaling methods and focuses on the process of scaling as an important problem in psychometric and even more importance, as a process of translating the theoretical ideas and concepts into variables. This course deals with scaling methods developed by Thurston: paired-comparison scaling, equal appearing interval scaling, and successive-interval scaling, scalogram analysis or Guttman scaling, summated rating or Likert scaling, unfolding theory and Methods, Coombs scaling, non-metric scaling, simiorder scaling, and models of single scaling. This course focuses on research findings related to special or problems of scaling, and the evaluation of scaling and data models.

**0801924 Mental Assessment (3 credit Hrs)**

This course addresses the historical development of mental ability assessment, theoretical basis of mental ability assessment, most popular intelligence tests and the main issues and future perspective of mental ability assessment.

**0801925 Measurement and Evaluation from Cognitive Perspective (3 credit Hrs)**

This course address the models of cognitive performance and cognitive analysis relevant to measurement such as perception, memory, attention and special abilities, comprehension verbal and reading abilities in addition to specialized knowledge and problem solving in math and science.

**0801926 Program Evaluation in Education (3 credit Hrs)**

This course deals with theory, practices and various evaluation models used in evaluation educational programs, in addition to planning for program evaluation, implementation monitoring and evaluation of the evaluation process.

**0801940 Qualitative Research Methods (1) (3 credit Hrs)**

This course intends to provide the students with the basic skills of qualitative research, this course reviews the foundation, and investigating the history, philosophy, and the nature of qualitative research Example of different types of qualitative research, sampling, data collection, data analysis, and reporting will be introduced. Students will read and evaluate reports of qualitative research in education and psychology.

**0801941 Qualitative Research Methods (2) (3 credit Hrs)**

This course consider as applications for the qualitative method course focusing on qualitative data analysis manually and by computers using well known software package also it focus's on report writing and evaluation of published qualitative research

**0801951 Corelational Statistical Techniques (3 credit Hrs)**

This course addresses various correlation techniques such as pat, partial and multiple, regression models (with one independent variable, two independent variables, and more than two independent variables), path analysis, factor analysis discriminate analysis and canonical analysis.

**0801952 Multivariate Analysis of Variance (3 credit Hrs)**

This course addresses the various topics of multivariate analysis, its mathematical models, and parameter estimation, testing its goodness of fit, interpretation and writing reports.

**0801953 Structural Equation models in Education (3 credit Hrs)**

This course addresses the principles and development of structural equation models, estimation of parameters and testing its goodness of fit. Liseral program will be used in analyzing structural equation data.

**0801942 non parametric statistics (3 credit hours )**

this course discusses the definition of parametric and non parametric statistics and the relationship between them , and discusses the counterparts of non parametric tests concerning with one sample ,two sample (dependent, and independent ) , three samples and more (dependent and independent ) and discusses association analyses and goodness of fit procedures.